FOSTERING A CARING SCHOOL COMMUNITY TO REDUCE MIDDLE SCHOOL CLASSROOM MISBEHAVIOR

by
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Abstract

Classroom misbehavior is described as disruptive or unruly behavior that impedes the teaching and learning process and is more frequently observed in middle schools. Informed by social cognitive theory, this mixed method evaluation study of 12 Grades 6–8 teachers and their 211 students at an independent school investigated whether the Caring School Community (2nd ed.) social emotional learning program changed students' socials skills and classroom misbehavior rates. The intervention lasted for 18 weeks and consisted of professional learning for teachers and 20-minute daily Caring School Community program sessions for students. The researcher used thematic analysis, descriptive statistics, and paired sample *t* tests to analyze the observations, surveys, reflexive journal, and discipline records for process and outcome evaluation. Changes in students' self-management skills, interpersonal skills, and executive function skills were not statistically significant. The qualitative results showed teachers' high perception of students' interpersonal skills, self-management skills, social awareness, friendship, confidence, relieving stress, and building a caring community. The quantitative results revealed that teachers had a higher perception of female students' social skills and an increase in the misbehavior rates predominantly by male students. However, the rates of increase for misbehavior were higher for female students. As an implication of study, the Caring School Community program might be helpful in schools where a welcoming environment is needed to boost friendship among students. Future studies should consider examining the relationship between students' social skills and misbehavior rates based on gender.

Keywords: *classroom misbehavior, social emotional learning, caring school community, social skills, independent schools*

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The student has made all necessary revisions, and we have read, and approve this dissertation for submission to the Johns Hopkins Sheridan Libraries as partial fulfillment of the requirements for the Doctor of Education degree.

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Dedication

This dissertation is dedicated to my family:

To my father, Kadir Sener, whose love, support, and life achievements helped me to understand that I can accomplish anything in life when I commit myself.

To my mom, Zahiye Sener, who is an angel in my heart.

To my sisters, Saliha and Meliha, and to my brother, Adnan, who are the best siblings I could have asked for.

To my children, Kubra, Kerim, and Semra, who I love very much.

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Executive Summary

Classroom misbehavior can be defined as disruptive or unruly behavior which disturbs classroom order, impedes the teaching and learning process (Houghton, Wheldall, & Merrett, 1988; Little, 2005), and requires teacher intervention (Sun & Shek, 2012). Some examples of classroom misbehavior are disrupting classroom learning environment (e.g., clowning around), not following directions (e.g., off-task behavior), and disrespecting rules and procedures (e.g., talking out of turn; Postholm, 2013; Sun & Shek, 2012). Although classroom misbehaviors such as not following rules or talking out of turn are considered mild misbehaviors, they limit teacher effectiveness due to their frequent occurrence (Thibodeaux, Labat, Lee, & Labat, 2015). In a survey of 212 K–12 teachers in a southern state, classroom misbehavior was reported as one of the three most important reasons, besides lack of administrative support and teacher workload, for leaving the teaching profession (Thibodeaux et al., 2015).

Classroom misbehavior has a direct negative relationship on instructional time (Riley, McKevitt, Shriver, & Allen, 2011), the learning process (Kinsler, 2013), and academic progress (Ning, Van Damme, Van Den Noortgate, Yang, & Gielen, 2015). Classroom misbehavior can be detrimental not only to the individual student but also to the other students (Lannie & McCurdy, 2007). When the learning environment is disrupted by misbehavior, students have a hard time paying attention to their work and teachers spend valuable instructional time on classroom management; consequently, the instructional time (Lopes, Silva, Oliveira, Sass, & Martin, 2017; Riley et al., 2011) and students' academic progress (Sun & Shek, 2012) is reduced. This study focuses on secondary schools, as there is more frequent classroom misbehavior in secondary schools compared to elementary schools (Diliberti et al., 2017).

Problem of Practice

National and international statistics report worrisome information about classroom misbehaviors for middle and high school students, such as classroom disruption, disrespect, and not following rules (Diliberti et al., 2017; Organization for Economic Co-operation and Development [OECD], 2014, 2017). Findings from the 2015-2016 School Survey on Crime and Safety from the U.S. Department of Education revealed that 15.9% of middle school and 12.1% of high school students show disrespect for their teachers (Diliberti et al., 2017). According to the results of latest Teaching and Learning International Survey, approximately 33% of teachers lost *quite a lot of time* due to classroom misbehavior or waiting for students to be ready for instruction, as evidenced by silence and attention, and 26% of teachers reported having a lot of disruptive noise in their classrooms (OECD, 2014). According to the Programme for International Student Assessment Students' Well-Being Report, approximately 11% of students are ridiculed by their peers, 7% of students felt isolated from peers during activities, 8% of students are subjected to negative rumors, and about 4% of students experienced undesirable physical contact such as hitting and pushing at least a few times per month (OECD, 2017). Educators at Sky Academy are concerned, as the most recent disciplinary data at the middle and high school levels mirrored national and international statistics of high numbers of classroom misbehavior: 56% of students disrupted classroom learning environment, 49% did not follow directions, and 23% of students disrespected rules and procedures.

Professional Context

The context of the study is the middle school portion of an accredited private school in the suburbs of a major metropolitan city in the southeastern United States serving 675 students in prekindergarten through high school. The school program focuses on science, technology,

engineering, arts, and mathematics (STEAM) education and gifted education. The school is a STEM-certified school and generally accepts students who perform at or above the 85th percentile on nationally normed tests.

A sequential explanatory mixed method needs assessment was conducted with the middle and high school sections of the school during the spring of 2018 to examine perceptions of teachers about the community dimension of school climate and teacher's sense of efficacy in relation to classroom misbehavior. Fifteen teachers completed the first survey. The nine female and six participants had a mean of 12 years overall teaching experience, ranging from 1 year to 35 years, and a mean of 2 years teaching experience in the current school, ranging from 1 to 6 years. One teacher had a doctorate, nine teachers had a master's degree, and five teachers had a bachelor's degree. The participants taught: world languages (n = 5), English language arts (n = 4), mathematics (n = 3), social studies (n = 2), and science (n = 1).

After the analysis of the survey findings, the researcher recognized the need to design an additional qualitative survey to enhance the understanding of the findings of the first survey. The first survey was completed during the school year and the second survey was completed over the summer. The needs assessment focused on constructs of Perceptions of Student Respect, the Perceptions of Student Friendship and Belonging, the Perceptions of Students' Shaping of Their Environment, the Perceptions of Support and Care by and for Faculty/Staff, and the Perceptions of Support and Care by and for Parents, Classroom Management, Student Engagement, and Instructional Strategies.

The results of this need assessment study eliminated teachers' sense of efficacy as a factor for classroom misbehavior within the context of this study. The findings of the first survey revealed that teachers perceived students' respect and desire and ability to shape their

environment as issues warranting further investigation. The findings of the second survey were instrumental in providing further insights into these two aspects of the community dimension of school climate. Specifically, teachers noted that students often: do not care about other's feelings or feel empathy towards others, do not try to help others follow school rules, do not make up or apologize for their wrongdoings, disrespect property of others, and disrespect their teachers. Overall, the results showed a need to build a caring community within the school to address the issue of classroom misbehavior.

Theoretical Framework

Bandura's (1986) social cognitive learning theory is the framework that informed this research. According to the social cognitive theory, learning occurs through dynamic and reciprocal interaction of the person, environment, and behavior (Bandura, 1986). In this dynamic and reciprocal interaction, the person refers to the individual with prior learned experiences, environment refers to external social context, and the behavior refers to the responses to stimuli to achieve goals. An important aspect of social cognitive theory is behavioral capability, which refers to a person's actual ability to perform a behavior through knowledge and skills. For a person to successfully complete a behavior, that person must know the required knowledge and skills for that behavior.

Learning also occurs through observational learning (Bandura, 1986). Observational learning occurs through the modeling of the observed behavior in the environment. In other words, individuals learn how to successfully demonstrate a behavior through the observation of the successful demonstration of that behavior in the environment. The likelihood of the continuation of a behavior depends on the reinforcement of the behavior by the internal and

external responses (Bandura, 1986). Similarly, the expectations about the consequences of an individual's behavior also determine an individual's decision to perform a behavior.

Social cognitive theory is a helpful lens with which to view literature related to fostering a caring school community to improve students' prosocial skills and to reduce classroom misbehavior. Social cognitive theory framework provides an understanding of the relationship among the student, school environment, and the students' behavior through the concepts of reciprocal determinism, learning capability, vicarious learning, reinforcement, and expectations (Bandura, 1986).

Synthesis of Relevant Research Literature

The synthesis of research literature reviews the role of positive behavioral interventions and supports, character education, and social emotional learning programs in helping teachers foster a caring school community to increase students' prosocial skills and decrease classroom misbehavior. All three types of programs are research-based approaches that recognize the importance of interaction with community members for the development of students.

Positive behavioral interventions and supports are schoolwide and teacher-centered programs in which the primary focus is clear, consistent, and monitored rules and techniques to prevent problem behaviors (Center on Positive Behavioral Interventions and Supports, 2004; Osher et al., 2010). Research on positive behavioral interventions and supports shows that the implementation of positive behavioral interventions and supports can prevent and decrease classroom misbehavior (Osher et al., 2010) and reduce antisocial behavior (Metzler, Biglan, Rusby, & Sprague, 2001; Sprague et al., 2002).

Effective character education programs offer a holistic approach with 11 standards (Character.org, 2018–2020) to foster a caring community through modeling and teaching of

universally accepted values such as kindness, respect, and responsibility. However, studies on the effectiveness of character education programs have mixed results.

Socioemotional learning programs are evidence-based, comprehensive, and student-centered that support the acquisition and application of social, personal, and emotional skills to manage emotions, plan and reach positive goals, show empathy for others, foster positive relationships, and make correct and responsible decisions (CASEL, 2015). Socioemotional learning programs are effective in improving prosocial behaviors and decreasing student misbehaviors (Durlak et al., 2011; Taylor et al., 2017).

Effective professional learning occurs in cycles through the changes in teacher practices, student outcomes, teacher attitudes and beliefs, and professional learning efforts respectively (Learning Forward, 2011). Professional learning communities are an important aspect of the standards for professional learning (Learning Forward, 2011), effective professional learning (Darling-Hammond, Hyler, & Gardner, 2017), and highly successful school systems (Jensen et al., 2016).

Research Purpose and Objective

The purpose of the study was to evaluate the Caring School Community socioemotional learning program and determine any changes in middle school students' classroom misbehavior rates and social skills. The secondary goals of the study were to determine how changes in students' classroom misbehavior rates and social skills are moderated by gender, if at all, and to determine how the professional learning activities align with effective professional learning practices. The following research questions guided this study:

Process Research Questions:

1. To what extent is the Caring School Community program implemented as planned?

2. What do middle school teachers perceive as supports and barriers to Caring School Community program implementation?
3. How do the professional learning activities align with effective professional learning practices?

Outcome Research Questions:

4. To what extent did the Caring School Community program change the social skills of middle school students?
    a. How are changes in students' social skills moderated by gender, if at all?
5. To what extent did the Caring School Community program change the classroom misbehavior rates of middle school students?
    a. How are changes in classroom misbehavior rates moderated by gender, if at all?

Research Design

A mixed method evaluation design study (Creswell & Plano Clark, 2018) was conducted to address the research questions. In this study, quantitative and qualitative data were collected concurrently throughout the first semester of the 2019-2020 school year. Quantitative data included the closed-ended items of the Individual Student Assessment Record, Weekly Class Assessment Records, School Climate Survey–Teacher, Student Survey, Elements of Strong Implementation Observation Form, attendance logs, and disciplinary records. Qualitative data included the open-ended items of the Weekly Class Assessment Records, Student Survey, Reflective Journal, and the Elements of Strong Implementation Observation Form. The use of quantitative and qualitative helped to draw from the strengths and minimize the weaknesses of quantitative and qualitative methods to integrate findings and strengthen the study for heightened knowledge and validity (Johnson & Christensen, 2016).

Intervention

The intervention for this study was an 18-week implementation of the 20-minute daily Caring School Community socioemotional learning program with a comprehensive professional learning plan. The Caring School Community is an evidenced-based, student-centered, and comprehensive socioemotional learning program (Center for the Collaborative Classroom, 2018). The Caring School Community program consists of advisory lessons, weekly random pairing of students, use of cooperative structures, one-on-one conferences, weekly class meetings, and occasional home connection activities. The Caring School Community program components had distinct scripts and examples specific to each grade level. A comprehensive professional learning plan was administered with faculty to support the Caring School Community implementation. The professional learning plan consists of a 35-minute weekly professional learning collaborative activity, a 90-minute introduction session for teachers with the outside expert, a 1-hour introduction session for the leadership team with the outside expert, monthly 1-hour virtual leadership team meetings with the outside expert, and a 90-minute mock lesson study in each grade with the outside expert.

Data Collection and Analysis

Data collection included surveys, observations, reflexive journal, and secondary data. The quantitative and qualitative data were collected concurrently throughout the first semester. The researcher used a mixed methods evaluation approach to analyze the data (Creswell & Plano Clark, 2018). After the descriptive and *t*-test analysis of quantitative data and Braun and Clarke's (2006) thematic analysis of qualitative data, the researcher developed side-by-side comparisons to look for common themes across the results and compare quantitative and qualitative findings for each theme. Through these analyses, the researcher determined in what ways the findings

confirm, disconfirm, or expand the results of quantitative and qualitative aspects. Finally, the researcher interpreted and resolved the differences.

Findings

As part of the process evaluation, the results revealed that this study had high implementation fidelity for adherence, dose, and participant responsiveness. The implementation supports were program components, assistance from other adults, and trusting environment and implementation barriers were students' attitudes and beliefs, the scripted nature of the program, and the challenges to meet individual students' needs. The analysis of the responses revealed that five of the seven effective professional development practices shared by Darling-Hammond et al. (2017) were in alignment with this implementation: being content-focused, supporting collaboration, providing coach and expert support, offering feedback and reflection, and of sustained duration.

As part of the outcome evaluation, the quantitative results revealed a high perception of students' social skills with some positive and negative changes in teachers' perception and some slight decline in students' perception from the first survey to the second survey. The results of the qualitative data showed a high perception among students for the Caring School Community program related to interpersonal skills, self-management skills, social awareness, friendship, confidence, relieving stress, and building a caring community. The results related to students' social skills by gender revealed that teachers had a higher perception of skills for female students. The analysis revealed an increase in the misbehavior rates after the implementation of the Caring School Community program, which were predominantly by male students. Interestingly, after the implementation of the Caring School Community program, the rate of increase in misbehaviors was much higher for female students than male students.

Chapter 1

Factors Related to Classroom Misbehavior

This literature review examines the factors behind classroom misbehavior. Classroom misbehavior is defined as disruptive or unruly behavior which disturbs classroom order, impedes the teaching and learning process (Houghton, Wheldall, & Merrett, 1988; Little, 2005), and requires teacher intervention (Sun & Shek, 2012). Some examples of classroom misbehavior are disrupting classroom learning environment (e.g., clowning around), not following directions (e.g., off-task behavior), and disrespecting rules and procedures (e.g., talking out of turn (Postholm, 2013; Sun & Shek, 2012).

Instances of classroom misbehavior are often documented in schools through discipline referrals and records. Classroom misbehavior is categorized into four different types of aggression (e.g., arguing), breaking the rules (e.g., inappropriate language), confrontation (e.g., refusing to participate), and disengagement (e.g., being off-task; Kagan, Kyle, & Scott, 2004). Consequences for classroom misbehavior range from minor consequences, such as warnings and reminders, to major consequences such as in-school suspension, out-of-school suspension, or expulsion depending on the recidivism and severity of the infraction (Raby, 2010).

Although classroom misbehaviors such as not following rules or talking out of turn are considered mild misbehaviors, they limit teacher effectiveness due to the frequent occurrence (Thibodeaux, Labat, Lee, & Labat, 2015). Both inservice teachers (Tsouloupas, Carson, Matthews, Grawitch, & Barber, 2010) and preservice teachers (Evertson & Weinstein, 2006) indicate high levels of concern regarding the management of classroom misbehavior. In a national survey conducted by the American Psychology Association (2006), novice teachers stated classroom misbehavior as their most significant challenge. In a survey of 212 K–12

teachers in a Southern state, classroom misbehavior was reported as one of the three most important reasons besides lack of administrative support and teacher workload for leaving the teaching profession (Thibodeaux et al., 2015).

Classroom misbehavior has a direct negative relationship on instructional time (Riley, McKevitt, Shriver, & Allen, 2011), the learning process (Kinsler, 2013), and academic progress (Ning, Van Damme, Van Den Noortgate, Yang, & Gielen, 2015). Classroom misbehavior can be detrimental not only to the individual student but also to the other students in the environment (Lannie & McCurdy, 2007). Overall, there is more classroom misbehavior in urban areas than in suburban and rural areas (Diliberti, Jackson, & Kemp, 2017). When the learning environment is disrupted with student misbehaviors, students have a hard time paying attention to their work and teachers spend valuable instructional time on classroom management; consequently, the instructional time (Lopes, Silva, Oliveira, Sass, & Martin, 2017; Riley et al., 2011) and students' academic progress (Sun & Shek, 2012) is reduced.

This review focuses on secondary schools, as there is more frequent classroom misbehavior in secondary schools compared to elementary schools (Diliberti et al., 2017). Classroom misbehavior is sometimes referred to as *student misbehavior* and *classroom disruptive misbehavior* (Lannie & McCurdy, 2007; Sun, 2015); the term *classroom misbehavior* will be used throughout this review because of its wider acceptance.

Problem of Practice

National and international statistics report worrisome information about classroom misbehaviors for middle and high school students, such as classroom disruption, disrespect, and not following rules (Diliberti et al., 2017; Organization for Economic Co-operation and Development [OECD], 2014, 2017). Findings from the 2015-2016 School Survey on Crime and

Safety from the U.S. Department of Education revealed that 15.9% of middle school and 12.1% of high school students show disrespect for their teachers (Diliberti et al., 2017). According to the results of latest Teaching and Learning International Survey, approximately 33% of teachers lost *quite a lot of time* due to classroom misbehavior or waiting for students to be ready for instruction, as evidenced by silence and attention, and 26% of teachers reported having a lot of disruptive noise in their classrooms (OECD, 2014). According to the Programme for International Student Assessment Students' Well-Being Report, approximately 11% of students are ridiculed by their peers, 7% of students felt isolated from peers during activities, 8% of students are subjected to negative rumors, and about 4% of students experienced undesirable physical contact such as hitting and pushing at least a few times per month (OECD, 2017). Educators at Sky Academy are concerned, as the most recent disciplinary data at the middle and high school levels mirrored national and international statistics of high numbers of classroom misbehavior: 56% of students disrupted classroom learning environment, 49% did not follow directions, and 23% of students disrespected rules and procedures.

Theoretical Framework

This literature review uses Bronfenbrenner's (1979) ecological system framework to investigate factors contributing to classroom misbehavior. This theory recognizes the environment of a student as nested structures of an ecosystem. The student resides in the center of the nested structure and is surrounded by the following ecosystem components: microsystem, mesosystem, exosystem, macrosystem, and chronosystem. Students develop their behavior as they interact within each layer of their ecological surroundings (Bronfenbrenner, 1979, 1989). Ecological systems theory provides a helpful lens to observe and analyze the influence of each

component of the ecosystem on behavior and development at the same time (Bronfenbrenner, 1979, 1989).

By recognizing the reciprocal and multidimensional nature of the relationship between the child and the child's environment including society's norms and values, school policies, school personnel, peers, and family, ecological systems theory (Bronfenbrenner, 1979) helps one to understand the factors contributing to classroom misbehavior (see Figure 1.1).

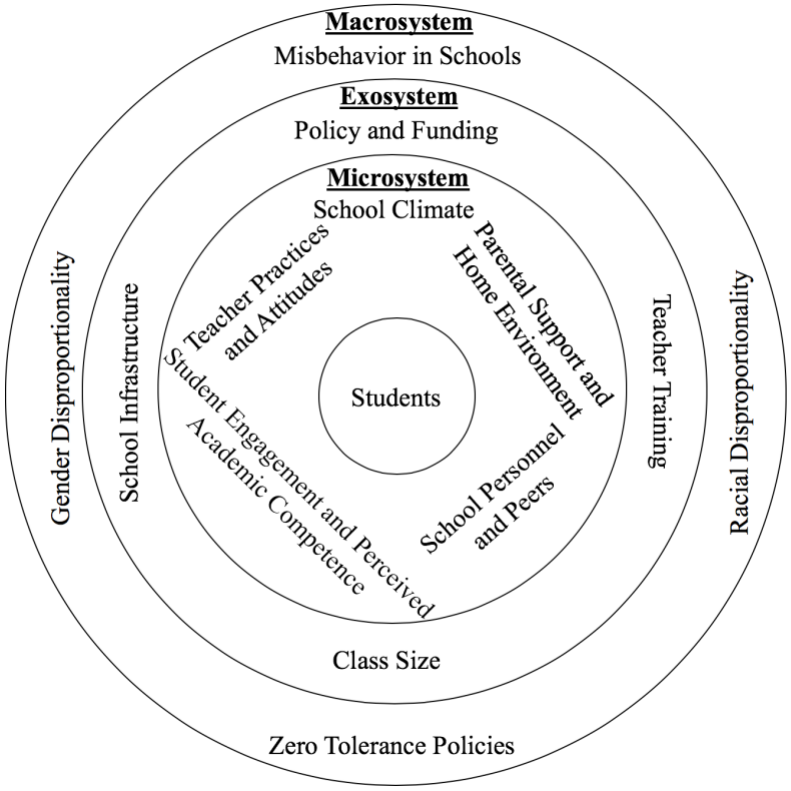


Figure 1.1. Diagram is an adaptation of Bronfenbrenner's (1977) nested model of ecological systems as aligned to the context of the problem of practice. Factors contributing to classroom misbehavior based on the ecological systems theory. From "Nested or Networked? Future Directions for Ecological Systems Theory," by J. W. Neal and Z. P. Neal, 2013, *Social Development, 22*, p. 725. Copyright 2013 by John Wiley & Sons. Adapted with permission.

In Bronfenbrenner's (1979) ecological systems theory model, the microsystem refers to a pattern of activities, roles, and interpersonal relationships experienced by a student in a social setting such as home, school, and neighborhood. Mesosystem provides the connection between various microsystems in which individual participates such as the relationship between school and home or school and neighborhood. Exosystems are the social settings in which students do not actively participate, but which influence the development of the student. For example, the training of teachers has an impact on students. Macrosystem refers to the overarching culture, ideology, beliefs, and norms that surround the prior three components of the ecosystem, such as racial and gender disproportionality in the treatment of student behavior by school personnel. Chronosystem refers to the occurring events and transitions in the environment throughout a child's life.

Synthesis of Research Literature

This section reviews the literature to gain a deeper understanding of the contributing factors to the issue of classroom misbehavior.

Misbehavior in Schools

During the last three decades, the United States has observed an increase in fear and safety concerns in relation to adolescents and their school lives due to the perception of increasing juvenile crimes (Edmiston, 2012) and increasing school shootings such as the Columbine High School massacre in 1999. Shortly after the Columbine High School shootings, 55% of American parents reported their fear for their children's safety while at school (Carroll, 2007).

These fear and safety concerns have yielded increased use of security measures such as security cameras and visitor sign-in systems (Robers, Kemp, & Truman, 2013) and the establishment of zero-tolerance policies at the schools (Hirschfield & Celinska, 2011). Although the initial intention was to address student violence and misbehavior issues to create safer schools, these practices have caused some unintended consequences such as excessive punitive and exclusionary disciplinary practices and disproportional disciplinary consequences for minorities (Hirschfield, 2008). Therefore, the U.S. Department of Education and the U. S. Department of Justice released a joint letter in 2014 to address the excessive school punishment and racial disproportionality problems at schools.

Tightened rules and increased security measures can create an atmosphere of inflexibility, which in return may cause further student misbehavior issues (Servoss, 2014). Accordingly, zero-tolerance policies and disproportional disciplinary consequences for minorities have played an increasing role in student misbehavior (Center for Civil Rights Remedies, 2013; Rios, 2011; Servoss, 2014).

Zero-tolerance policies. Although policies are typically considered exosystem factors, according to Bronfenbrenner's (1979) framework, policies are typically enacted due to changes in societal beliefs. Zero-tolerance policies are defined as predetermined and structured policies that "permits little flexibility in outcome by imposing severe sanctions (often long-term suspension or expulsion) for even minor violations of a school rule" (Gregory & Cornell, 2009, p. 107). Zero-tolerance policies created a very rigid disciplinary code of conduct that penalized student violations, including classroom misbehaviors, such as acting out or disobedience, as major and even criminal offenses resulting in suspensions (Giroux, 2003; Kupchik & Monahan, 2006).

The school code of conduct created through zero-tolerance policies took away schools' ability to individualize disciplinary responses through alternative approaches (Mallett, 2016) incorporating factors such as students' history or family matters. During 2011-2012 school year, 3.5 million of 49 million public school students received an in-school suspension, another 3.5 million students received an out-of-school suspension, and 130,000 students received expulsion; approximately 30,000 of these expulsions were related to the use of zero-tolerance policies (U.S. Department of Education Office of Civil Rights, 2014).

Zero tolerance policies are a factor in classroom misbehavior for multiple reasons. By focusing on rules, zero-tolerance policies often ignore a process of listening, understanding, and determining underlying causes of misbehavior to help students effectively (Kupchik, 2010). Additionally, zero-tolerance policies create a perception of unfair school authority among students resulting with student alienation (Bracy, 2011) and feelings of anger and revenge (Hyman & Perone, 1998), and therefore cause negative student-teacher relationships and increased classroom misbehavior (Miller, Ferguson, & Byrne, 2000; Servoss, 2014; Sun, 2015). Furthermore, zero-tolerance policies increase classroom misbehavior by reducing school and life satisfaction (Park, 2004).

Racial disproportionality. Compared to their white peers, African American and Hispanic students have a much higher chance of disciplinary consequences for the same misbehavior or even a lesser one (Gregory & Weinstein, 2008), less likely to receive lighter consequences and positive interventions (Skiba et al., 2002), more likely to be singled out (Hirschfield, 2008), and more likely to be punished for subjective reasons (Gregory & Weinstein, 2008; Skiba et al., 2002). For example, the percentage of Black students receiving out of school suspension (23.2%) in United States secondary schools during 2011–2012 school year was 3.5

times more than their White peers (6.7%; Center for Civil Rights Remedies, 2016) as the most likely consequence of the unfair treatment of these students (Payne & Welch, 2010). Furthermore, the strongest predictor of a school with increased security measures is the high percentage of African American students (Servoss & Finn, 2014). In such intense school security and unfair environments, even the minor infractions tend to escalate to major incidents (Bracy, 2011).

The racial disproportionality in student punishment cause increased classroom misbehavior due to multiple reasons such as disengagement from school (Center for Civil Rights Remedies, 2013), unfair targeting and treatment (Rios, 2011), and deteriorating student-teacher relations (Miller, Ferguson, and Byrne, 2000; Servoss, 2014; Sun 2015). Students can distinguish the teachers who are reasonable or extremely punitive and unfair (Woolfolk Hoy & Weinstein, 2006).

Based on their perceptions and feelings, students choose to follow or not follow school rules (Sheets, 2002). Similarly, African American students may choose to disengage or participate less when they experience unfair treatments from their teachers, such as harsher disciplining (McGee & Martin, 2011). Therefore, racial disproportionality in disciplinary punishment may lead to more student misbehavior as it occurs with gender proportionality.

Gender disproportionality. There is a higher level of misbehavior for male students than females (Servoss, 2014). Male students show more frequent classroom disruptive behavior (Beaman, Wheldall, & Kemp, 2006), such as defiant and aggressive classroom behavior (McClowry et al., 2013). Male students are perceived as more disruptive than females by both themselves (Kaplan, Gheen, & Midgley, 2002; Lewis, 2001) and as wells as their teachers (Arbuckle & Little, 2004). A study with preservice teachers regarding their perception of male

behavior showed stereotypical biases against male students (Glock, 2016). These preservice teachers perceived male students to be more disruptive as well.

Even though teachers' perceptions of students align well with research indicating that male students show more frequent disruptive behavior and frequent violation of rules (Arbuckle & Little, 2004; Servoss, 2014), this cannot be a reason for teachers to treat males differently. However, teachers tend to punish males more frequently (Arbuckle & Little, 2004) and more harshly (Petras et al., 2011) than their female peers. Consequently, these unfair treatments of students cause classroom misbehavior for boys by deteriorating student-teacher relations (Miller, Ferguson, & Byrne, 2000; Servoss, 2014; Sun 2015). Additional exosystem factors contributing to classroom misbehavior include policy and funding.

Policy and Funding

Some of the factors related to classroom misbehavior are not directly related to students' participation, but the impact of these factors still influences students (Bronfenbrenner 1979, 1989). The policy and funding issues of schools are some of those exosystem factors, and they are closely related to class size, school infrastructure, and teacher training.

Class size. Class size impacts classroom misbehavior in multiple ways. Teachers of small size classes report that they spend less time on classroom misbehavior and more time on instruction (Molnar, Smith, & Zahorik, 1999), and teachers of larger classes indicate that they find it harder to main student behavior in larger classes resulting in a change of focus in a classroom environment from student achievement to student discipline (Blatchford et al., 2007; Cakmak, 2009; Halbach et al., 2001). A study by Blatchford, Edmonds, and Martin (2003) showed that students in a small class with about 19 students spend more time on instructional issues and less time on student behavior issues (e.g., off-task and silly behaviors) compared to a

class with approximately 32 students per class. For comparison, the current national average class size for teachers in departmentalized instruction is 26.8 for middle schools and 26 for high schools (Taie & Goldring, 2017). The larger student numbers in classrooms also affect the ability of teachers to know their students at a personal level to manage their behaviors through better student-teacher relations (Halbach et al., 2001). Furthermore, the small class size environments positively affect student behavior through engagement (Battistich & Hom 1997; Sun 2015) by providing an environment of increased student-teacher interaction and higher student engagement (Cakmak, 2009; Finn, Pannozzo, & Achilles, 2003).

School infrastructure. When students notice that the school environment is designed based on their needs, they naturally show more respectful behavior and desire to participate and contribute to their school community (Hebert, 1998). The most recent report about the Conditions of America's Public Schools from the National Center for Education Statistics (Alexander & Lewis, 2014) indicated that 53% of public schools need repairs and improvements to put the buildings in good overall condition and the total amount needed is approximately $197 billion.

School facilities that are kept cleaned and regularly maintained, send a message of responsibility and respect to their students (Szuba & Young, 2003). A study of randomized groups of 800 high school students' perception of school buildings in Nigeria revealed that 87.48% of the students identified the conditions of the physical learning environment can influence their behavior (Asiyai, 2014); the types of behavior were not specified on the survey. The physical characteristics of schools such as cleanliness, comfortable air temperature, and absence of broken furniture were associated with a higher perception of school safety among students (Plank, Bradshaw, & Young, 2009). School personnel perceives less student

misbehavior and crime in that schools that display school pride through award and trophy cases in hallways and in the schools that have a natural surveillance from the neighboring community (Wilcox, Augustine & Clayton, 2006).

Teacher training. Classroom management is a major concern for both preservice (Evertson & Weinstein, 2006) and current teachers (Tsouloupas, 2010). Effective classroom management skills help teachers to minimize classroom misbehaviors and provide more time for academic engagement (McGinnis, Frederick, & Edwards, 1995; Oliver & Reschly, 2007). However, many teachers report difficulties with classroom management (Coalition for Psychology in Schools and Education, 2006; Meister & Melnick, 2003). The survey of first-year teachers consistently indicates that their most significant need for teacher training is in the area of classroom management (Rollin et al., 2008).

Although classroom management courses are positively associated with the feeling of preparedness and confidence (O'Niell & Stephenson, 2012), improved classroom management content knowledge and competence (Piwowar, Thiel, & Ophardt 2013), and decreased inappropriate referrals (Donavan & Cross, 2002), many teachers report that their preservice training was inadequate and ineffective (Evertson & Weinstein, 2006). A survey of teacher preparation programs in New York revealed that only half of these programs required a classroom management course (Hammerness, 2011). Teachers reported that additional classroom management training would help them manage classroom misbehavior (Romano, 2008).

Parental Support and Home Environment

The microsystems of home and school are the two environments that children spend the most time to interact, and the interactions within these immediate environments, such as parenting style and family composition, can greatly influence children's behavioral development

(Bronfenbrenner, 1979). Students with quality student-parent relationships and higher school engagement display high achievement and better behaviors (Bond et al., 2007).

Parenting styles, such as authoritative parenting, can influence classroom behavior. Authoritative parenting is regularly linked to greater academic success, higher prosocial behavior, and decreased risky behaviors compared to authoritarian, permissive or neglecting parenting (Abar, Carter, & Winsler, 2009). Authoritative parents demand high expectations and discipline and provide emotional support (Larzelere, Morris, & Harrist, 2013). The children of authoritative parents display better social skills and higher emotional stability (Larzelere et al., 2013). From the research on authoritative parenting, it can be concluded that parenting style makes a difference in student behavior.

The family composition is another home environment factor that can influence student behavior. The number of single-parent homes increased more than three times since the 1960s (Mathur, Fu, & Hansen, 2013). Approximately 35% of all children in the United States are reported to live in single-parent homes in 2002 (Annie E. Casey Foundation, 2016). Students with single-parent homes experience lower parental involvement and higher school disengagement (Astone & McLanahan, 1991) and consequently higher academic problems and higher behavioral issues (Jeynes, 2005), higher school dropouts (Sigle-Rushton & McLanahan, 2004).

Student Engagement and Perceived Competence

Engaged students are typically actively involved, motivated, and interested in learning. On the contrary, disengaged students are not interested and not motivated and consequently not involved and not engaged. Student engagement has three dimensions: behavioral, intellectual, and emotional (Fredricks, Blumenfeld, & Paris, 2004). Behavioral engagement is about the degree of

students' participation in learning such as paying attention, following rules, not missing classes, cognitive engagement refers to the use of self-regulated learning, and emotional engagement represents the emotions students demonstrate such as boredom and happiness and as well as their identification and sense of school belonging to their school (Fredricks et al., 2004).

School engagement is positively associated with school achievement (Appleton, Christenson, Kim, & Reschly, 2006). Engaged students who follow the rules, avoid misbehavior and live in a climate of mutual respect, receive higher grades and builds a desire for higher education (Sun & Shek, 2012; Wang, Selman, Dishion, & Stormshak, 2010). Besides, students who have a sense of belonging and commitment to their schools are less likely to misbehave (Stewart, 2003). For example, students who participate in school activities such as athletics and extracurricular and demonstrate positive feelings toward school tend to show less disruptive behavior (Servoss, 2014).

Students' perceived academic competence can influence their behaviors in the classroom. Perceived academic competence is the personal judgment of students on their academic abilities (Urdan & Schoenfelder, 2006). Students with low perceived academic competence display low effort and more off-task classroom behavior (Urdan & Schoenfelder, 2006), classroom disruptive behaviors (Borders, Earleywine, & Huey, 2004), and higher rates of school dropout (Caprara et al., 2008). Students with higher self-esteem show increased perceived academic competence (Di Giunta et al., 2013). Similarly, perceived academic competence mediates the relationship of growth mindset with the feelings of less shame and more pride (Cook, Wildschut, & Thomaes, 2017). Consequently, students who pride in themselves and their academic abilities can be expected to perform better academically and behaviorally.

School Climate

The concept of school climate has attracted increased attention during the last three decades in K–12 environments (Thapa, Cohen, Guffey, & Higgins-D'Alessandro, 2013). The Center for Disease Control and Prevention recommends the use of school climate data analysis in strategizing the promotion of healthier school communities with positive relationships (Cohen, Espelage, Twemlow, Berkowitz, & Comer, 2015). The federal Safe and Supportive Schools grant program funded 11 states to conduct school climate and safety surveys using their own choice of measures (U.S. Department of Justice & U.S. Department of Education, 2014). There is a wide variety of school climate survey instruments available to measure school climate (American Institutes for Research, 2013), and a growing interest among state educational agencies and school systems to establish school climate policies (Cohen, 2014). Furthermore, the 2015 Every Student Succeeds Act mandates all state departments of educations to measure both academic and nonacademic features of student learning or school life such as school climate (U.S. Department of Education, 2016).

Although there is not an agreed definition of school climate (Wang & Degol, 2016), one widely cited definition that is also used by the National School Climate Council, describe school climate as "the quality and character of school life" and is "based on patterns of people's experiences of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures" (Cohen, McCabe, Michelli, &, Pickeral, 2009, p. 182; National School Climate Council, 2007). Students experiencing a positive school climate have higher school engagement (Elmore & Huebner, 2010), higher self-esteem (Hoge, Smit & Hanson, 1990), lower problem behavior (Battistich & Hom, 1997; Gregory & Cornell, 2009; Loukas & Robinson, 2004; Stewart, 2003; Servoss, 2014; Wang et al., 2010; Wilson,

2004), and lower student suspensions (Lee et al., 2011). According to the ecological systems theory of Bronfenbrenner (1979), human development progress gradually through reciprocal interactions between the person in the center and the surrounding ecological systems. Similarly, the school climate research recognizes the multidimensionality of school climate in four ways: academic environment, school community, school safety, and institutional environment (Thapa et al., 2013; Wang & Degol, 2016).

The academic environment aspect of school climate focuses on the issues of academic quality such as teaching and learning, curriculum, teacher training, and leadership (Wang & Degol, 2016). Schools with higher academic expectations along with student support, are associated with lowered student suspensions (Gregory, Cornell, & Fan, 2011). Additionally, students' positive perceptions of a school's instructional practices are associated with lowered classroom misbehavior (Kaplan, Gheen, & Midgley, 2002; Wang, 2009). Furthermore, in supportive instructional environments, students experience fewer behavioral problems, and teachers report reduced student misbehavior (Wang & Dishion, 2012). Finally, it is also found that teachers that engage in non-instructional discussions experience more student disruptions (Stichter, Stormont, Lewis, & Schultz, 2009).

The school safety aspect of school climate refers to the feeling of physical and emotional security and as well as a fair and consistent implementation of school discipline (Wang & Degol, 2016). The study of middle school students revealed that explicit rules are the determinant factor for student engagement, and students who behave well in one classroom with a teacher, might be disruptive in another classroom with another teacher based on the teacher's management style (Matsumura, Slater, & Crosson, 2008). Besides, students' negative perceptions about the inconsistent and unfair implementation of school rules and school safety predict students'

psychological distress (Graham, Bellmore, & Mize, 2006). Similarly, schools with consistent disciplinary approaches and supportive social structures experience lower disciplinary consequences (Gottfredson, Gottfredson, Payne, & Gottfredson, 2005).

The institutional aspect of the school climate represents the organizational and physical aspects of the school, such as school size, class size, school size, building maintenance, and resource allocations (Wang & Degol, 2016). Different aspects of the institutional environment are linked with student behavior. For example, the school size is negatively associated with school connectedness (McNeely, Nonnemaker, & Blum, 2002) and consequently with school behavior (Loukas, Suzuki, & Horton, 2006), the teachers that teach in small class size spend less time on classroom misbehavior and more time on instruction (Molnar, Smith, & Zahorik, 1999). Student-teacher ratios, socio-economic status, student mobility, and location predicts students' attitudes and experiences of bullying (Bradshaw, Sawyer, & O'Brennan, 2009).

The school community dimension of school climate refers to the quality of interactions and relationships between and among the members of the school, including respect, belonging, care, and support (Wang & Degol, 2016). When students are connected and feel belonged to their school communities, they show less disruptive behavior (Loukas et al., 2006), and they take an initiative to resolve behavioral issues and to report them (Syvertsen, Flanagan, & Stout, 2009). Additionally, the quality of relationships between among students, teachers, and administrators have been consistently identified as an indicator for reduced disruptive behavior among adolescents (Eliot, Cornell, Gregory, & Fan, 2010; Fletcher, Bonell, & Hargreaves, 2008; Wang et al., 2010; Way, Reddy, & Rhodes, 2007). Furthermore, adolescents who are surrounded by supportive adults show less problem behavior (Henrich, Brookmeyer, & Shahar, 2005).

School Personnel and Peers

Principals play a major role in setting the culture and climate of a school, including the approaches and implementation of effective management of student behavior. Principal's attitude toward school discipline can be categorized into two different approaches of strict disciplinary management versus supportive management (Nickerson & Martens, 2008). However, adolescents respond positively to teachers and administration when they experience a climate of structure and support (Gregory et al., 2011). The structure refers to fairness and consistency, and the support refers to the positive student, teacher, administration relationship.

The positive relationship among student, teachers, and administration is an outcome of mutual experiences of respect, trust, support and caring (Wang, Brinkworth, & Eccles, 2012) and positively associated with reduced classroom misbehavior (Eliot et al., 2010; Fletcher et al., 2008; Wang et al., 2010; Way et al., 2007). The supportive relationship among teachers and administration predicts the successful implementation of schoolwide programs such as the school's discipline or behavior management plan (Sun, Shek, & Siu, 2008). Teachers display a higher commitment to their profession when they experience principal support (Brown & Medway, 2007). Poor administrative support is one of the top two or three reasons teachers leave their profession (Ingersoll, 2001; Thibodeaux et al., 2015).

Besides principals, counselors also play a significant role in supporting students and teachers with classroom behavior. In their study with Florida students, Carrell and Carrell (2006) found that the ratio of school counselors in schools positively affects reduced student misbehavior and the discontinuation of student misbehavior. A qualitative study of teachers' perception of their school counselor experience showed that teachers mainly go to school counselors for classroom misbehavior issues (Cholewa, Goodman-Scott, Thomas, & Cook,

2016). The American School Counselor Association's National Model (2012) recommends one counselor for not more than 250 students. However, according to the National Center for Education Statistics' Common Core of Data, the national average for the 2014-2015 school year is 482, and only the states of New Hampshire, Vermont, and Wyoming can maintain an average ratio of fewer than 250 students per school counselor (Glander, 2015). Besides, school counselors report that the extra assignments and duties that they perform, such as cafeteria supervision and proctoring tests, also negatively impact their effectiveness as it takes a portion of their time with their students (Carlson & Kees, 2013).

It is not only adults in the school microsystem that can influence students' development. The interactions of students within their microsystem of peers greatly influence their behaviors (Bronfenbrenner, 1979). The socialization theory supports this same understanding by indicating that friends and peers both influence and assimilate each other's behaviors (Homans, 1974). For example, although friendship with misbehaving students increases disruptive behavior, friendships with rule-followers gradually reduce misbehavior (Shin & Ryan, 2014a). On the other hand, peer rejection is associated with increasing antisocial behavior and higher student misbehavior (Keiley, Bates, Dodge, & Pettit, 2000).

Adolescents tend to select students similar to themselves not only based on student characteristics such as gender and ethnicity (Shrum, Cheek, & Hunter, 1988) but also based on the nature of their behavior, including problem behaviors such as classroom disruption (Shin & Ryan, 2014a). The engagement of a higher number of students in specific misbehavior strengthens peer acceptance of misbehavior, and similarly, the involvement of fewer students in certain misbehavior weakens the peer acceptance of classroom misbehavior (Boor-Klip, Segers, Hendrickx, & Cillessen, 2015). The study of classroom peer norms indicates that there is a

positive correlation between the consistency of students' behavior with the classroom behavior norms and their status in the classroom (Torrente, Cappella, & Neal, 2014).

Teacher Practices and Attitudes

This microsystem interrelations between students and teachers influences students' behavior and development (Bronfenbrenner, 1979). Although the attitudes and beliefs of teachers may influence students in countless ways, for the purpose of this literature review, we will focus on aspects that are related to classroom misbehavior, such as teacher misbehavior, punitive and exclusionary disciplinary approaches, teacher's sense of efficacy, and classroom management.

Teacher classroom management. One of the most significant constructs to understand classroom misbehavior is the teacher's classroom management (Brophy, 1996). Classroom management refers to the rules, procedures, approaches, and strategies that teachers use to create a cooperative, engaged, and disruption-free classroom environment conducive to learning (Postholm, 2013). For example, teachers make decisions on seating charts, study groups, and class rules, procedures, and expectations (Gest & Rodkin, 2011).

The use of effective classroom management techniques can decrease classroom misbehavior (Oliver & Reschly, 2007). When the rules are not existent, not clear, or inconsistently implemented, students may test the limits and misbehave (Tauber, 2007). Middle school students' behaviors change based on the teacher's classroom management approach, and techniques, and students might behave differently with different teachers (Matsumura et al., 2008). For example, when teachers share the expectations of behavior positively rather than just simply communicating don'ts of the classroom behavior, students' classroom misbehaviors are reduced (Kerr & Nelson, 2002). Besides, when teachers provide emotional support to their students, classroom misbehavior decrease (Murdock & Anderman, 2006; Murdock, Beauchamp,

& Hinton, 2008; Ryan & Patrick, 2001). On the other hand, when teachers deviate from the instructional plan and engage in nonacademic and unrelated discussions, classroom misbehavior is increased (Stichter et al., 2009). Furthermore, since the perception and acceptance of students by their peers are influenced by their teachers (Hughes, Cavell, & Willson, 2001), teacher attitude towards students can impact classroom behavior in both negatively and positively.

Teacher misbehavior. Teacher misbehavior is defined as the type of behaviors that "interfere with instruction and thus, learning" (Kearney, Plax, Hayes, & Ivey, 1991, p. 310). A more recent definition of teacher misbehavior by Lewis and Riley (2009) conceptualizes it as behaviors that hurt student-teacher relationships, such as angrily yelling at students and ignoring students who have raised their hands to speak. There are three dimensions of teacher misbehavior: incompetence, offensiveness, and indolence (Kearney et al., 1991). Incompetent teachers are perceived by students to be not caring as they do not memorize student names, help students to be successful, or provide interesting instruction, offensive teachers are seen as mean, cruel, or condescending as they favor their students or abuse them verbally, and indolent teachers are perceived to be uninterested as they are late to work, do not follow syllabus, and provide very easy course instruction (Kearney, Plax, & Allen, 2002).

A study of secondary school students in China, Israel and Australia about the impact of teachers' aggressive behavior on students' attitudes found that students' perception of the use of aggressive teacher strategies is higher than the number of incidents that teachers report (Romi, Lewis, Roache, & Riley, 2011). In the same study, students reported that their negativity toward teachers and the degree that this negativity would distract them from their studies were more linked to teachers' aggressive behavior than their perception of how justified teacher's behavior

is (Romi et al., 2011). This finding shows that teacher misbehavior negatively associated student-teacher relationships, student engagement, and consequently, classroom misbehavior.

Emotional abuse at schools is a form of teacher misbehavior (Van Morrow, 1991). Students who are emotionally abused by offensive teachers show student misbehaviors, such as being aggressive, disrespectful, and rebellious (Hyman & Snook, 1999). Teacher favoritism is another form of teacher misbehavior linked to emotional abuse.

Punitive and exclusionary disciplinary approaches. In general, teachers use exclusion as a last resort to maintain an educational environment conducive to learning (Brophy, 2006). However, the increased use of zero-tolerance approaches resulted in an increased number of suspensions, arrests and juvenile court referrals (Advancement Project, 2005; Carter, Fine, & Russell, 2014), and created a new phenomenon called the school to prison pipeline (Muschert & Peguero, 2010). These punitive approaches have caused low academic performance, negative feelings towards school, increased rates of arrests for minor misbehavior, future arrests, and consequently school failure and school dropouts (Fabelo et al., 2011; Way, 2011).

The punitive and exclusionary approaches do not improve classroom misbehavior but create an increased risk for students to have further misbehavior and suspensions (Morgan, Salomen, Plotkin, & Cohen, 2014). Students who receive suspension tend to experience the juvenile justice system at a higher level compared to their peers (U.S. Department of Education, 2014), lose valuable instructional time for their academic progress, fall behind their peers, lose motivation and become less engaged (Gregory, Skiba, & Noguera, 2010). Additionally, because punitive and exclusionary measures criminalize minor student misbehavior (Robers, Zhang, Morgan, & Musu-Gillette, 2015) and create negative and non-inclusive school social climates (Noguera, 2003), they cause a reduced sense of belonging and less engagement (Elmore &

Huebner, 2010) and in return increased classroom misbehavior (Battistich & Hom 1997; Sun, 2015) such as poor peer choices (Skiba et al., 2006).

Teacher sense of efficacy. Teachers' sense of efficacy refers to teachers' perceived confidence in their ability to promote students' learning (Tschannen-Moran & Woolfolk Hoy, 2001). Teachers' sense of efficacy has been associated with many educational outcomes and strategies related to student behavior, such as student engagement, instructional strategies, and classroom management (Tschannen-Moran & Woolfolk Hoy, 2001). Teacher's domain specific self-efficacy about classroom misbehavior can be defined as the degree of teacher's belief in their capabilities to manage classroom misbehavior successfully (Tsouloupas et al., 2010), and mainly based on Bandura's (1982) social cognitive theory. An empirical review of teacher efficacy by Ross (1998) found a positive association between teacher efficacy and students' self-esteem, prosocial behavior, teacher commitment, teacher stress, and teacher's classroom management strategies.

Teachers with high efficacy display more resilience in finding and implementing new ways and strategies to manage their classes (Jerald, 2007), and teachers with a resilient self-efficacy are more likely to successfully manage classroom misbehavior (Lambert, McCarthy, O'Donnell, & Wang, 2009). Accordingly, the teacher's positive sense of efficacy is linked with developmentally appropriate teaching strategies such as positive classroom management practices (Cousins & Walker, 2000). Additionally, teachers with high self-efficacy in managing classroom misbehavior report a lower number of misbehaving students and student misbehavior incidents (Kulinna, Cothran, & Regualos, 2006). Furthermore, teachers with low teacher efficacy display ineffective teaching strategies resulting in lower student achievement and a higher

chance of student misbehavior. (Reinke, Herman, & Stormont, 2013; Skaalvik & Skaalvik, 2007).

There is a reciprocal relationship between classroom misbehavior and the teacher's sense of efficacy, as described in Bandura's (1986) social cognitive theory. As teacher efficacy is positively associated with classroom misbehavior, classroom misbehavior is also negatively associated with teacher's ability to manage challenging behavioral issues (Lambert et al., 2009; Tsouloupas et al., 2010). Furthermore, as suggested by Bandura (1977), the successful outcome of teachers' classroom management efforts further enhance their self-efficacy to deal with classroom misbehavior.

Summary

Using Bronfenbrenner's (1979) ecological systems theory, this literature review covered the factors related to classroom misbehavior, such as talking out of turn, disrespecting teachers, and not following rules. The factors covered in this review fall under Bronfenbrenner's (1979) ecosystems of macrosystem, exosystem, and microsystem.

The macrosystems factors of gender disproportionality and racial disproportionality contribute to classroom misbehavior by creating unfair and inconsistent disciplinary consequences and negative student-teacher relationships. The policy and funding issues at the exosystem level negatively affect classroom misbehavior through class size (Blatchford et al., 2003), poor facility infrastructure (Alexander & Lewis, 2014), and issues related to teacher training (Meister & Melnick, 2003). The microsystem level covered the majority of the contributing factors to classroom misbehavior, such as school climate, teacher's sense of efficacy, teacher misbehavior, teacher's attitudes and practices, principal's support, parental

support and home environment, peer influence, student engagement and perceived academic competence.

I chose to investigate the community dimension of school climate and teacher's sense of efficacy as two factors to understand the problem of practice further. The community dimension of school climate was selected because the positive relationships among the members of school community such as respect, care, and trust, school belonging, and adult support (Wang & Degol, 2016) are negatively associated with student misbehavior (Loukas et al., 2006; Wang et al., 2010). The construct of teacher's sense of efficacy was chosen because its dimensions of student engagement (Sun, 2015; Sun & Shek, 2012), instructional strategies (Kaplan et al., 2002; Wang, 2009), and classroom management (Kerr & Nelson, 2002) were associated with reduced classroom misbehavior throughout this literature review. These two microsystem factors were also selected because of the direct influence of microsystem level factors on students (Bronfenbrenner, 1979).

Chapter 2

Needs Assessment of Teacher Sense of Efficacy and School Community

Although many factors are related to classroom misbehaviors, this needs assessment examined the school community dimension of school climate and the teachers' sense of efficacy as contributing factors to this problem. The school community dimension of school climate was chosen because positive relationships among the members of the school community are associated with less problem behavior (Loukas et al., 2006; Wang et al., 2010) and a more respectful school environment (LaRusso, Romer, & Selman, 2008). Teachers' sense of efficacy was chosen because its three dimensions (Tschannen-Moran & Woolfolk Hoy, 2001) of student engagement (Sun, 2015; Sun & Shek, 2012), instructional strategies (Kaplan et al., 2002; Wang, 2009), and classroom management (Kerr & Nelson, 2002) are all associated with reduced classroom misbehavior.

Context of the Study

The needs assessment took place in the middle and high school sections of an accredited private school with a 20-acre campus in the suburbs of a major metropolitan city in the southeastern United States, with 68 faculty members serving 515 students in prekindergarten through 11th grade. The school has an operating budget of $9 million. The school program focuses on science, technology, engineering, arts, and mathematics (STEAM) education and gifted education. Students participate in many extracurricular activities such as field trips, after-school clubs, academic teams, and athletic teams.

The school is a STEM-certified school through AdvancED accreditation institution and generally accepts students who perform at or above the 85th percentile on nationally normed tests. Race and ethnicity data are not collected on admission applications. According to the Niche

(2019) website, the school is located in a city where the median household income is $98,489, and the median home value is $364,000. According to the school's website, all subjects and grades in kindergarten through eighth-grade rank in the 99th percentile among other schools in the nationally-normed Measures of Academic Progress test. Students' average SAT scores are 107 points higher than the national average in the evidence-based reading and writing score and 156 points higher in the mathematics score on an 800-point scale (College Board, 2018). The school emphasized project-based learning and 21st-century skills such as collaboration, creativity, and critical thinking.

Students are placed in courses based on their academic levels instead of their ages. For example, some middle school students take high school courses. Other than the core subject courses, students take a daily foreign language, STEAM enrichment classes, and one of five weekly special area classes (i.e., computers, engineering, arts, music, and physical education) each day. The student population is predominantly Asian (48%) and Caucasian (35%), serves advanced and gifted students, and provides financial aid to 3% of its students (see Table 2.1).

Table 2.1

Student Demographics (2017–2018)

Ethnicity	Percent
African American	13
Asian	48
Caucasian	35
Hispanic	2
Other	2

At the time of the needs assessment, the middle and high school had 198 students, 54% of whom were males, and 31 teachers, 29% of whom were males. The middle school section opened in 2012 and serves students in 6th grade through 8th grade. The high school section opened in 2016 and currently serves students in 9th grade through 12th grade. The high school

section of the school includes a small number of international students (2%), who mainly constitute the schools' limited English proficiency population.

The school has a very involved and supportive parent group. Parents take active roles to support the school and its programs, such as serving as volunteers, academic team coaches, club sponsors, mentors, speakers, and event organizers. Similar to parents, teachers also take an active role in providing extracurricular activities through clubs, academics teams, athletic teams, field trips, and school events and activities such as international night and school dance.

Table 2.2

Students with Classroom Disciplinary Records (2017–2018)

Type of Classroom Misbehaviors	Total Percent	Female Percent	Male Percent
Failure to Follow Directions	46%	25%	64%
Unprepared for Class	45%	33%	57%
Classroom Disruption	44%	20%	64%
Disrespectful or Rude Behavior	24%	15%	31%
Inappropriate Use of Technology	14%	10%	18%
Refusing to Participate in Learning	14%	3%	23%

There is a consensus among the members of the faculty, parents, and administration about the need to address classroom misbehavior issues at the school (see Table 2.2). Teachers record the student misbehaviors using school's discipline portal, and the Assistant Principal of Discipline determines consequences based on the frequency and types of misbehaviors; a new Assistant Principal of Discipline was an external hire mid-September during the 2019-2020 school year. Faculty members were concerned about the frequency of classroom misbehavior and frequently mentioned their concerns during faculty meetings. The school's parent support organization added classroom misbehavior as an agenda item to their meetings to discuss and support school administration on this issue. Consequently, the school's administrative team added classroom misbehavior to the school improvement plan. Although the teachers do not

report violent or major forms of student misbehaviors such as the use of weapons, fights, or threats, the school faculty, parents, and administration are concerned about frequent classroom misbehavior such as classroom disruption and failure to follow directions.

Statement of Purpose

The needs assessment examined perceptions of teachers about the community dimension of school climate and teacher's sense of efficacy. The focus of this needs assessment was to determine the relation between these factors and classroom misbehavior within this context. The findings of the needs assessment will be used to develop an intervention to address classroom misbehavior. This needs assessment was guided by the following research questions:

1. What are teachers' perceptions of the school as a caring community?
2. What is teachers' sense of efficacy in the classroom?

Method

This section describes participants, measures and instruments, data collection procedures, and data analysis. A sequential explanatory mixed-method research design was used to develop this needs assessment study. After the analysis of the survey findings, the researcher recognized the need to design a second qualitative survey to enhance the understanding of the findings of the first survey. The first survey was completed during the school year, and the second survey was completed over the summer.

Participants

The target population was the middle and high school teachers of a single independent school. Of the 31 middle and high school teachers, 18 signed the consent form, but only 15 teachers completed the survey. Nine female and six male teachers participated. Ten teachers were Caucasian, and five teachers were Hispanic. They had a mean of 12 years overall teaching

experience, ranging from 1 year to 35 years and a mean of 2 years teaching experience in the current school. The number of years taught at the current context ranged from 1 to 6 years. One teacher had a doctorate, nine teachers had a master's degree, and five teachers had a bachelor's degree. Subject areas taught covered: world languages (n = 5), English language arts (n = 4), mathematics (n = 3), social studies (n = 2), and science (n = 1).

Measures and Instrumentation

Based on the review of the literature, the school community dimension of school climate and teachers' sense of efficacy were identified as two appropriate measures for the needs assessment (see Table 2.3). The school community dimension of school climate refers to the quality of interactions and relationships between and among the members of the school including respect, belonging, care, and support (Wang & Degol, 2016). Teacher's sense of efficacy is teachers' perceived confidence in their ability to promote students' learning and includes the dimensions of classroom management, student engagement, and instructional strategies (Tschannen-Moran & Woolfolk Hoy, 2001).

Table 2.3

Research Instruments

Construct	Definition	Measure
School Community	Quality of interactions and relationships between and among the members of the school including respect, belonging, care, and support (Wang & Degol, 2015)	(SCCP II) School as a Caring Community Profile-II (Lickona & Davidson, 2003)
Teacher Sense of Efficacy	Teachers' perceived confidence in their ability to promote students' learning (Tschannen-Moran & Woolfolk Hoy, 2001)	Teacher Sense of Efficacy Scale (Tschannen-Moran & Woolfolk Hoy, 2001)

Surveys. Two anonymous surveys were used. The first survey had 42 questions from the School as a Caring Community Profile-II (SCCP II; Lickona & Davidson, 2003), 24 items from

the long-form of Teacher Sense of Efficacy Scale (Tschannen-Moran & Woolfolk Hoy, 2001), three open-ended questions, and demographic questions (see Appendix B). The qualitative questions were designed to further enhance the understanding of the teacher's sense of efficacy portion of the survey as follows: (a) Describe a recent example of when it was difficult to control disruptive behavior in your classroom, (b) Provide a recent example of how you helped students to follow classroom rules, and (c) Give an example of a time when you helped your students value learning. The demographics questions included gender, highest degree earned, ethnicity, years of overall teaching experience, teaching experience at this current school, and their certification fields.

School as a Caring Community Profile-II. The SCCP-II (Lickona & Davidson, 2003) was developed to measure the school community aspect of school climate and includes 42 questions. The survey measures the perceptions of both students and the adults, including teachers, administrators, parents, and support staff. The SCCP-II instrument uses a 5-point Likert-type scale ranging from 1 (*almost never*) to 5 (*almost always*). The SCCP-II survey includes five subscales. These subscales are the Perceptions of Student Respect (nine items), the Perceptions of Student Friendship and Belonging (nine items), the Perceptions of Students' Shaping of Their Environment (seven items), the Perceptions of Support and Care by and for Faculty/Staff (10 items), and the Perceptions of Support and Care by and for Parents (seven items). The reliability alphas for the subscales range from 0.73 to 0.88 for adult respondents.

Sample items on the SCCP-II Perceptions of Student Respect subscale include "Students treat classmates with respect" and "Students show respect for school property." Sample items on the Perceptions of Student Friendship and Belonging subscale include "Students help new students feel accepted" and "Students work well together." Sample items in the Students'

Shaping of Their Environment subscale include "Students help to improve the school" and "Students try to get other students to follow school rules." Sample items in the Perceptions of Support and Care by and for Faculty/Staff subscale include "Teachers go out of their way to help students who need extra help" and "Faculty and staff treat each other with respect". Sample items in the Perceptions of Support and Care by and for Parents subscale include "This school treats parents with respect" and "In this school, parents treat other parents with respect."

Teacher Sense of Efficacy Scale. The Teacher Sense of Efficacy Scale (Tschannen-Moran & Woolfolk Hoy, 2001) measures teachers' perception of their ability to promote student learning through three subscales: Classroom Management (eight items), Student Engagement (eight items), and Instructional Strategies (eight items). Participants rate their efficacy with a 9-point Likert-type scale ranging from 1 (*nothing*) to 9 (*a great deal*). The reliability alpha is equal to 0.94 for the overall survey, 0.87 for the Engagement subscale, 0.91 for the Instruction subscale, and 0.90 for the Management subscale.

The Student Engagement subscale includes questions such as: "How much can you do to help your students value learning?" and "How much can you do to get through the most difficult students?" The Classroom Management subscale includes questions such as: "How well can you respond to defiant students?" and "How well can you respond to difficult questions from your students?" The Instructional Strategies subscale includes questions such as: "How much can you gauge student comprehension of what you have taught?" and "How much can you do to control disruptive behavior in the classroom?"

The second survey contained five follow-up open-ended prompts related to SSCP-II (Lickona & Davidson, 2003) items that had the lowest modes in the first survey. The second survey included demographic questions as well as the following prompts: (a) Describe a recent

example of when students did not try to get other students to follow school rules, (b) Provide a recent example of a time when students did something hurtful, but they did not try to make up for it, (c) Provide a recent example of how students did not show respect to the personal property of others, (d) Give an example of a time when students did not refrain from put-downs such as negative and hurtful comments, and (e) Describe a recent example of when students were disrespectful toward their teachers.

Procedure

This section includes a review of data collection and analysis procedures used in this needs assessment study.

Data Collection. Data were collected over a total of 4 weeks. The researcher is the principal at this school, so one of the teachers agreed to share the link to the survey on his behalf to minimize coercion. The first survey was announced during daily professional learning time to all middle and high school teachers and reminded through email twice. Paper copies of the consent form were shared with teachers and also left in the professional learning room (see Appendix B). A Qualtrics online survey was then shared with teachers who completed the consent form.

Teachers were given two weeks to complete the first survey in May 2018 and had an additional two weeks to complete the second survey during July 2018. The same teacher who sent the first survey invited the initial participants to complete the second survey through email and the Slack communication platform. The second consent form was sent via email, and the second survey was also collected through Qualtrics.

Data Analysis. Data from the first survey was exported to SPSS. Out of 42 questions in SCCP-II survey, the responses of seven items needed to be reverse coded before analysis

(Lickona & Davidson, 2003). One such example is "Students are disrespectful toward their teachers" under the Perception of Student Respect subscale. The researcher manually reversed the values of these items in SPSS. The researcher used the compute function in SPSS to create an additional variable for each subscale in the survey to include the mean value of each respondent's answers under each subscale. By creating these additional variables, the researcher was able to do a descriptive analysis of the aggregated values for each subscale. Furthermore, the researcher conducted a frequency analysis of the items in each subscale and as well as the items under the demographics section.

For analysis of the open-ended items on the second survey, the researcher used Braun and Clarke's (2006) six-phase thematic analysis: familiarizing with data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report. After reading the qualitative data multiple times and becoming familiar with it, the researcher created the initial codes. For example, one teacher stated that "I advise daily to my students the importance of following rules and that in life there are consequences here at school, at home, and in life and I give them real-life examples" (Participant 10). Researcher assigned "reminding rules" and "real-world connection" as initial codes for this statement.

After assigning codes for all statements, researcher searched for themes by reading statements and initials codes multiple times. The researcher reviewed and named emerging themes and computed. As an example, many teachers mentioned students' talking and socializing during instructional time. One teacher stated that "students like to talk and keeping them busy to learn is important" (Participant 14). The researcher identified nine similar statements with the initial codes of "socializing" and "talking" and named them under one theme as "socializing and talking" to produce the report.

Findings and Discussion

This section covers the detailed findings and discussions about this needs assessment study. The findings of the first survey provided preliminary insights into this needs assessment; the findings of the second survey further elaborated on those findings. The findings will be organized based on the research questions regarding the teachers' perceptions of the school as a caring community and teachers' sense of efficacy in the classroom.

School as a Caring Community

Of the five subscales on SCCP-II survey (Lickona & Davidson, 2003), the survey items in the subscales of Perceptions of Student's Shaping of Their Environment and Perceptions of Student Respect had the lowest mean and mode values (see Table 2.4).

Table 2.4

Descriptive Analysis of SCCP-II Survey Subscales in Ascending Order

Subscales	*N*	Minimum	Maximum	Mean	*SD*
Perceptions of Students' Shaping of Their Environment	15	1.71	3.29	2.38	.493
Perceptions of Student Respect	15	1.67	3.67	2.70	.533
Perceptions of Student Friendship and Belonging	15	2.22	4.00	3.05	.643
Perceptions of Support and Care By and For Faculty/Staff	15	3.00	4.60	3.98	.431
Perceptions of Support and Care By and For Parents	15	3.43	5.00	4.06	.523

The participants' responses revealed that the Perceptions of Students' Shaping of Their Environment subscale had the lowest mean value ($M = 2.38$) among all subscales, with the minimum response being 1.71 and maximum response being 3.29 (See Table 2.4). The Perceptions of Student Respect subscale had the second-lowest mean score ($M = 2.70$), with the minimum response being 1.67 and the maximum response being 3.67. These mean values indicate that students *sometimes* shaped their environment and sometimes showed respect. The

mean value for the Perceptions of Student Friendship and Belonging subscale was above (M = 3.05), indicating a rating of *as often as not f*or student friendship and belonging with the minimum response being 2.22 and maximum response being 4.00. Conversely, the survey results indicated a high rating of *frequently* for the Perceptions of Support and Care By and For Faculty/Staff subscale (M = 3.98) and the Perceptions of Support and Care By and For Parents subscale (M = 4.06) with minimum to maximum responses ranging from 3.00 to 4.60 and 3.43 to 5.00 respectively.

Based on these findings, the researcher further examined the frequency of each item for the subscales of the Perceptions of Student Respect, the Perceptions of Student Friendship and Belonging, and the Perceptions of Students' Shaping of Their Environment (see Table 2.5). As the Likert-type scale values of *almost never* and *sometimes* indicate negative perceptions, the focus was on the responses that garnered more than a cumulative percentage of 50%. Some of the highest-rated items were that students did not refrain from negative, hurtful comments (87%); students do not try to make up for it when they do something hurtful (80%); and students do not try to have a positive influence on the behavior of other students (80%).

Of the nine items in the Perceptions of Student Respect subscale, four of them had over 50% for *almost never* and *sometimes* ratings cumulatively ranging from 60% to 87%. Out of nine items in the Perceptions of Student Friendship and Belonging, three of them had 67% for *almost never* and *sometimes* ratings cumulatively. Of the seven items under the Perceptions of Student's Shaping of Their Environment subscale, six of them had over 50% for *almost never* and *sometimes* ratings cumulatively ranging from 57% to 80%. No items in the Perceptions of Support and Care by and for Faculty/Staff and the Perceptions of Support and Care by and for Parents subscales had a cumulative percentage of 50% for *almost never* and *sometimes* ratings.

Table 2.5

SCCP-II Items with More Than 50% in Almost Never and Sometimes Ratings

	Almost Never Mode	*Almost Never* Percent	*Sometimes* Mode	*Sometimes* Percent	Cumulative Percent
Students refrain from put-downs (negative, hurtful comments).	3	20%	10	67%	87%
Students respect the personal property of others.	4	27%	8	53%	80%
Students show respect for school property	4	27%	8	53%	80%
Students try to get other students to follow school rules.	5	33%	7	47%	80%
When students do something hurtful, they try to make up for it (for example, they apologize or they do something nice).	2	13%	10	67%	80%
Students try to have a positive influence on the behavior of other students.	2	13%	10	67%	80%
When students see another student being picked on, they try to stop it.	3	20%	7	47%	67%
Students try to comfort peers who have experienced sadness.	0	0%	10	67%	67%
Students help each other, even if they are not friends.	2	13%	8	53%	67%
Students are patient with each other.	1	7%	9	60%	67%
Students treat classmates with respect.	0	0%	9	60%	60%
Students are involved in helping to solve school problems.	1	7%	8	53%	60%
Students resolve conflicts without fighting, insults, or threats.	1	7%	7	47%	53%

Based on the findings of descriptive and frequency analysis, the researcher determined that the subscales of the Perceptions of Student's Shaping of Their Environment and the Perceptions of Student Respect warranted further qualitative examination because of the low mean and frequency values explained above. The responses of the qualitative survey supported

the findings of the initial survey, and provided further insight into students' desire and ability to shape their own environment and their respect (see Table 2.6).

Table 2.6

The Frequency of Emerging Themes for Qualitative Questions

Themes	Frequency
The Absence of Care and Empathy towards Others	15
Not Helping Others to Follow Rules	13
Not Caring about Others' Property	9
Disrespecting Teachers	7
Not Apologizing or Making Up	7

Teachers frequently mentioned the absence of care and empathy towards others as an item of concern. One teacher said that "Students were told to be mindful on the hallway as some classes were in session, most students did not mind screaming and wandering on the hallways even when teachers warned them multiple times" (Participant 3) and another teacher mentioned that "As a department head, I get to hear very harmful comments about teachers and students in general. Students do not really feel empathy" (Participant 5).

Similarly, teachers were also concerned about students not caring to help each other to follow school rules. One teacher stated that "I can't think of a scenario where a student tried to get another student to follow rules. I only see it in the form of tattling, where the motivation is to get the student in trouble for not following rules" (Participant 4). Besides not caring about the feelings of others or trying to improve the school, teachers also mentioned not apologizing or making up as an item of concern. One teacher said that "Students made fun of a student's presentation and the student cried. No one apologized" (Participant 7), another teacher mentioned that "hurt friend's feelings by mean comments and was unwilling to apologize" (Participant 6).

Furthermore, teachers shared disrespecting teachers and disrespecting the property of others as items of concern. One teacher mentioned that "I observed blatant disrespect between 8th-grade boys and their female science teachers" (Participant 8) and another teacher said that "When students were cleaning their lockers, some kids did not mind stepping on other students' properties or throwing them away without letting them know" (Participant 3).

Teacher Sense of Efficacy

The descriptive analysis of each subscale data in ascending order using SPSS revealed that the responses of teachers to each item in the survey ranged from 5.25 to 9, where 5 indicates *some influence,* and 9 indicates *a great deal* on the Teacher Sense of Efficacy scale. Additionally, the survey results indicated high mean values of 7.19 for Efficacy in Student Engagement subscale, 7.27 for Efficacy in Classroom Management subscale, and 7.72 for Efficacy in Instructional Strategies subscale (See Table 2.7). On the Teacher Sense of Efficacy scale, a rating of 7 indicates *quite a bit* in response to the teacher's perceived ability to promote student learning. Consequently, based on the mean values of each subscale, it can be said that participants perceived *quite a bit* of influence on management, instruction, and student engagement.

Table 2.7

Descriptive Analysis of Subscales in Ascending Order

Subscales	*N*	Minimum	Maximum	Mean	*SD*
Efficacy in Student Engagement	15	5.75	8.75	7.19	.948
Efficacy in Classroom Management	15	5.25	8.50	7.27	1.019
Efficacy in Instructional Strategies	15	5.38	9.00	7.72	1.127

The results of the qualitative analysis of the three qualitative survey questions about teachers' sense of efficacy were also supportive of the findings of quantitative data, which revealed a perception of *quite a bit* of influence on teachers' ability to promote student learning.

Teachers frequently mentioned socialization and talking, not following rules, and students' difficulty with group work as their concerns (see Table 2.8). As an example, one of the teachers stated that "During small group work students were socializing and wasting time so I decided to have each student complete a survey listing duties and responsibilities for each member of the group" (Participant 4).

Table 2.8

The Frequency of Emerging Themes for Qualitative Questions

Themes	Frequency
Reminding Rules and Expectations	12
Real-World Connections	10
Socializing and Talking	9
Not Following Rules	6
Difficulty with Group Work	6

Although teachers shared some concerns such as socializing and talking and not following rules, they did not mention their inability to address these issues except in three cases where they reported that "During STEAM Day students are very tired; therefore it is very difficult to keep them under control" (Participant 11), "While his behavior is not always an issue because my classes involve individual and small-group work, I've found it near impossible to control his outbursts during large-group discussion and homework review" (Participant 13), and "I had hard time in one of my classes with especially one student who would not care about any consequence and would not bring anything to class" (Participant 15).

Teachers used real-world connections and frequent reminders of rules and expectations as strategies to manage the classroom, engage students, and help them value learning. Some related teacher statements are "Student engagement is the best form of classroom management. I strive to make all lessons engaging so students are invested in the lesson and unlikely to be disruptive" (Participant 2), "I advise daily to my students the importance of following rules and that in life

there are consequences here at school, at home and in life and I give them real life examples" (Participant 10), and "I incorporate real-world problems into our class almost every day. I show them how they can apply what they are learning now in their lives outside of class" (Participant 7). The use of these strategies shows teachers' ability to promote student learning by supporting the findings of the quantitative analysis.

Conclusion

In conclusion, the results of this need assessment study eliminated teachers' sense of efficacy as a factor for classroom misbehavior within the context of this study. The findings of the first survey revealed student respect and students' desire and ability to shape their environment as issues that warrant further investigation. The findings of the second survey were instrumental in providing further insights into these two aspects of the community dimension of school climate. Some key findings were that students often do not care about other's feelings or feel empathy towards others; do not try to help others follow school rules; do not make up or apologize for their wrongdoings; disrespect property of others; they disrespect their teachers. Overall, there seems to be a need to build a caring student community within the school to address the issue of classroom misbehavior. Accordingly, the researcher will further investigate related literature to find appropriate interventions to address these issues in the next chapter.

Chapter 3

Literature Review of Fostering a Caring School Community to Reduce Classroom Misbehavior

This chapter covers the review of the intervention literature for the problem of practice of classroom misbehavior using Bandura's social cognitive theory (1986).

After a review of all contributing factors to classroom misbehavior using Bronfenbrenner's (1979) ecological system framework, the researcher selected the community dimension of school climate and teacher's sense of efficacy as two contributing factors that required further study. The researcher conducted a needs assessment at an independent middle school in the southeastern United States. The long-form of Teacher Sense of Efficacy Scale and the qualitative questions about teachers' sense of efficacy indicated a positive perception among the teachers about their abilities to promote student learning.

In contrast to the positive findings with teacher's sense of efficacy, the survey of School as a Caring Community Profile-II (SCCP II; Lickona & Davidson, 2003) revealed low mean values ($M = 2.39$) for the subscales of the Perceptions of Students' Shaping of Their Environment and the Perceptions of Student Respect ($M = 2.70$) using a 5-point Likert-type scale ranging from 1 (*almost never*) to 5 (*almost always*). To gain further insight into these two subscales of SCCP-II, the researcher conducted a qualitative survey with open-ended questions. The results of the qualitative survey supported the findings of the first phase by revealing that teachers perceived that students often do not: care about others' feelings or feel empathy towards others, try to help others follow school rules, make up or apologize for their wrongdoings, respect the property of others, nor respect their teachers. Based on the needs assessment findings, this chapter will review the literature for effective interventions that foster a caring and respectful school community to reduce classroom misbehavior.

Theoretical Framework

The findings of the need assessment study revealed the need to foster a caring and respectful school community to improve students' social skills, such as interpersonal skills and self-management skills, and to reduce the classroom misbehavior. Therefore, the researcher chose to use Bandura's (1986) social cognitive learning theory framework to guide this intervention literature review because of this theory's emphasis on the interactions with the people in the environment. According to the social cognitive theory, learning occurs through dynamic and reciprocal interaction of the person, environment, and behavior (Bandura, 1986). In this dynamic and reciprocal interaction person refers to the individual with prior learned experiences, environment refers to external social context, and the behavior refers to the responses to stimuli to achieve goals (see Figure 2.1).

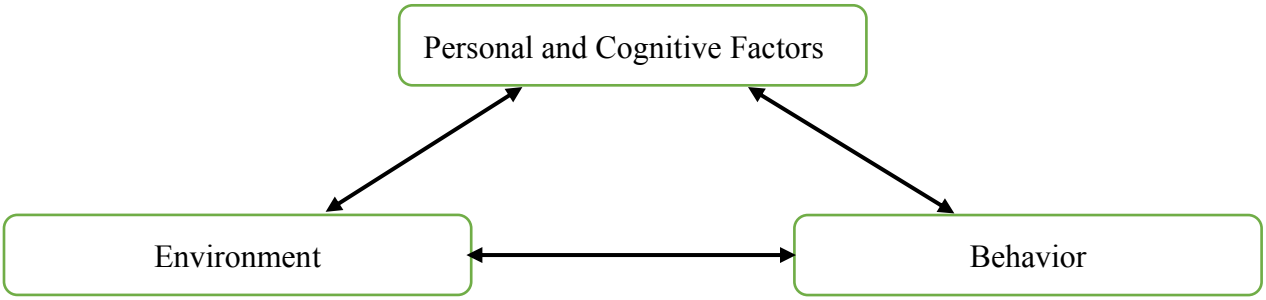


Figure 2.1. Schematization of the relations between personal and cognitive factors, behavior, and environment in the reciprocal determinism concept of the social cognitive theory. Adapted from *Social Foundations of Thought and Action: A Social Cognitive Theory, 1st Ed*. by A. Bandura, 1986, New York, NY: Pearson Education. Adapted with permission.

An important aspect of social cognitive theory is behavioral capability, which refers to a person's actual ability to perform a behavior through knowledge and skills. For a person to successfully complete a behavior, that person must know the required knowledge and skills for

that behavior. Learning also occurs through observational learning (Bandura, 1986). Observational learning occurs through the modeling of the observed behavior in the environment. In other words, individuals learn how to successfully demonstrate a behavior through the observation of the successful demonstration of that behavior in the environment. The likelihood of the continuation of a behavior depends on the reinforcement of the behavior by the internal and external responses (Bandura, 1986). Similarly, the expectations about the consequences of an individual's behavior also determine an individual's decision to perform a behavior.

Researcher finds the social cognitive theory as a helpful lens to review the related literature to fostering a caring school community to improve students' prosocial skills and to reduce classroom misbehavior. Because social cognitive theory framework provides a good understanding of the relation between the student, school environment, and the student's behavior through the concepts of reciprocal determinism, learning capability, vicarious learning, reinforcement, and expectations (Bandura, 1986).

Interventions to Foster Caring School Communities

Using Bandura's (1986) social cognitive theory as a lens, this section will review interventions that could potentially foster a caring school community. This section will mainly review interventions related to positive behavioral intervention supports (PBIS), social emotional learning (SEL), and character education programs due to their emphasis on the positive relationship among school community members, positive school climate, and the development of prosocial competencies (Center on Positive Behavioral Interventions and Supports, 2004; CASEL, 2015; Osher, Bear, Sprague, & Doyle, 2010).

Although sometimes the terms of character education and social and emotional learning are used interchangeably, not all character education programs are social and emotional learning programs. According to CASEL (2015), an effective SEL program should be evidence-based, sequenced, active, focused, and explicit. SEL programs are sequenced to coordinate and connect activities that foster skills development and have active forms of learning to help students learn new attitudes and skills. SEL programs focus on the development of social and personal and skills and target specific social and emotional learning skills. Therefore, for this literature review, character education and social and emotional learning programs will be reviewed as two different intervention options due to their differences.

Positive Behavior Intervention Supports

PBIS is a research-based intervention program that encourages (a) positively written rules (Colvin, Kame'enui, & Sugai, 1993), (b) teaching of prosocial behavior (Sugai & Fabre, 1987), (c) monitoring student behavior, (d) consistent enforcement of rules with mild consequences (Acker & O'Leary, 1987), and (e) implementation of positive reinforcement of prosocial behaviors (Walker & Buckley, 1974). PBIS can be defined as a schoolwide system to communicate and instruct rules, related rewards, and behavioral interventions based on the type of incidents to decrease problem behavior (Center on Positive Behavioral Interventions and Supports, 2004; Horner, Sugai, Todd, & Lewis-Palmer, 2005). The goal of PBIS is to establish a positive school climate in which student expectations are clear, consistent, and regularly monitored (Osher et al., 2010).

PBIS is a comprehensive and teacher-centered intervention where the primary focus is on the rules and positive techniques implemented by adults to prevent problem behaviors (Osher et al., 2010; Sprague & Golly, 2004). However, PBIS also recognizes the importance of community

involvement in children's development. The integrated systems of support in PBIS cover student-level (e.g., family), class-level (e.g., teacher), and school-level interventions (e.g., multidisciplinary teams including the administrator, teacher, social worker, school psychologist, behavior analyst). The idea of PBIS relies on the hypothesis that implementation of PBIS through active teaching, modeling appropriate behavior, role-playing, and rewarding students for their compliance will reduce problem behavior and improve school climate (Sugai, Horner, & Gresham, 2002).

As part of PBIS, teachers also provide regular instruction on social competencies and skills such as self-management and interpersonal skills for students' development (Osher et al., 2010). PBIS schools regularly share classroom management and discipline data during their meetings and discussions to create and define clear and consistent expectations for classroom level and school level interventions.

Research on PBIS indicates that PBIS can prevent and reduce classroom misbehavior in schools (Osher et al., 2010). Particularly, PBIS is associated with reducing antisocial behavior (Metzler, Biglan, Rusby, & Sprague, 2001; Sprague et al., 2002), aggression (Grossman et al., 1997) and reduced discipline referrals (Bradshaw, Mitchell, & Leaf, 2009). Specifically, a study by Bradshaw, Mitchell, and Leaf (2009) revealed that students in PBIS schools are 35% less likely to receive discipline referrals. A study of the effectiveness of PBIS in two middle schools by Caldarella, Shatzer, Gray, Young, and Young (2001) revealed that treatment group showed significant improvements in their students' prosocial behavior as rated by their teachers ($F[153] = 46.96$, $p < .001$) when compared to the control group ($F[192] = 4.56$, $p < .05$), as well as statistically significant decreases in discipline referrals ($F[4,826] = 11.27$, $p < .01$) when compared to the control group ($F[5,940] = 30.87$, $p < .001$).

Character Education Programs

Similar to PBIS, character education is also used to create a better school climate (Character Education Partnership, 2012). However, character education is a broader term and includes various character education programs, whereas PBIS has specific parameters. Character education is defined as "the education of children in a manner where the learning process will help them develop as socially-acceptable, well-mannered human beings" (Benninga, 2010, p. 2). Similarly, the Character Education Partnership defined the character education programs implemented in schools as "a national movement creating schools that foster the growth of ethical, responsible, and caring young people by modeling and teaching good character through an emphasis on universal values that we all share" (Character Education Partnership, 2012). Some of the values that can be addressed through character education programs include respect, honesty, and responsibility (Parker, Nelson, & Burns, 2010).

According to the Character.org (2018–2020) website, there are 11 standards of character education:

- Promotes core values;
- Defines "character" to include thinking, feeeling, and doing;
- Uses a comprehensive approach;
- Creates a caring community;
- Provides students with opportunities for moral action;
- Offers a meaningful and challenging academic curriculum;
- Fosters students' self-motivation;
- Unites staff through collaborative learning;
- Fosters shared leadership;

- Engages families and community members as partners;
- Assess the culture and climate of the school.

Schools can achieve successful implementation of character education programs through a holistic approach integrating every aspect of school in students' development (Character.org (2018–2020). Therefore, many character education programs include activities related to different aspects of students' lives, such as service-learning, social and emotional learning, civic education, academic curriculum, shared leadership opportunities, and home and community connections.

One of the standards of character education is about creating a caring community, and this standard is directly related to the goal of this intervention review. As shared in several character education standards, the involvement of different members of the school community is important to offer an effective character education program. The relationship of students with faculty and staff play a significant role in students' character development because students see them as their role models during their daily interactions (Slavin, 2009). Therefore, character education programs benefit from all members of the community, such as faculty, administration, parents, and the even larger community to help students develop their characters successfully.

Research shows mixed results regarding the effectiveness of character education programs. A mixed-method study of character education in 27 schools in California public schools revealed principals and teachers think that character education should be implemented in all public schools to increase student achievement and to foster a safe and effective learning environment (England, 2009). A 3-year study of character education program for 48 schools in Baldwin County, Alabama showed that students perceived 37% improvement in overall school climate, parents perceived 20% improvement, and staff perceived 19% improvement (Hough,

2008, as cited in Graff, 2012). Conversely, a large-scale, 3-year nationwide study involving third- through fifth-grade students (N = 6,660) at 84 schools with a variety of character education programs revealed that these programs did not produce any improvements in student behavior or academic performance (Social and Character Development Research Consortium, 2010).

Social Emotional Learning Programs

Similar to PBIS, SEL also recognizes the importance of the relationships between students and the people around them (Osher et al., 2008). Unlike PBIS, however, SEL programs emphasize supportive relationships among students and teachers, rather than the use of rewards and punishments (Bear, 2005). SEL is a student-centered approach that emphasizes the development of individual social and emotional qualities and strengths such as self-awareness, self-management, social awareness, relationship skills, and responsible decision making (CASEL, 2015). From a school discipline perspective, SEL helps students to make good reasoning and decision making through personal qualities such as caring, respect, resilience, and conflict resolution (Berkowitz & Schwartz, 2006).

SEL programs have been found to reduce disruptive behavior (Greenberg, Kusche, & Riggs, 2004) and improve prosocial behavior (Battistich, 2003; Frey, Nolen, Van Schoiack-Edstrom, & Hirschstein, 2005). A meta-analysis of 213 SEL programs involving 270,034 students in kindergarten through high school revealed that implementation of SEL program helps students to improve their classroom behavior, increase their abilities to manage emotions, and develop better attitudes about themselves and others (Durlak et al., 2011). A recent meta-analysis of 82 different SEL interventions with more than 97,000 students in kindergarten through high school, revealed that SEL interventions benefit students even after they complete the SEL intervention (Taylor et al., 2017). The effects of the interventions in this meta-analysis were

assessed at least six months and up to 18 years after the completion of the interviews, and the results indicated that the SEL programs help students improve their social emotional skills and attitudes and decrease conduct problems and emotional distress (Taylor et al., 2017).

Almost all SEL programs have either a stand-alone curriculum or integrate SEL into a school's existing curricula (Osher et al., 2010). SEL curricula are designed to teach social skills and improve social and emotional development and include components such as class meetings and service learning activities. Another common feature of SEL programs is an in-home component to involve families. Some commonly used SEL programs that also include a middle school component are the Second Step and Caring School Community programs.

Second Step. The Second Step program is a SEL program developed by the Committee for Children nonprofit organization to reduce aggression and misbehavior through empathy, conflict resolution, and anger management for students in preschool through high school by proving the needed tools to educators, parents, and larger community members (Frey, Hirschstein, & Guzzo, 2000). The Second Step includes a SEL program, a bullying prevention unit, and a child protection unit. Second Step provides lessons, streaming media, staff training, family materials, administrator resources, implementation resources, and summative knowledge assessment. Some Second Step materials are also available in Spanish, such as posters, learning cards, and sing aloud CDs. The Second Step program has an emphasis on addressing student aggression issues. Accordingly, the Second Step program provides frequent role-playing opportunities for students to practice typical social problems and to come up with effective solutions (Elias et al., 1997).

A review of the Second Step program showed that it reduces physical aggression, changes the attitudes that support aggression, and increases positive social interaction among

students (Frey et al., 2000). Particularly, the classroom and playground observation of students using the Second Step program by Grossman et al. (1997) indicated reduced aggression and more prosocial behaviors. A more recent randomized study of the Second Step program revealed that the sixth-grade students in 18 intervention schools were 42% less likely to self-report physical aggression than students in the 18 control schools (Espelage, Low, Polanin, & Brown, 2013). Similar to the Second Step program, the Caring School Community program is another commonly used SEL program.

Caring School Community. Caring School Community (CSC) program is developed by the researchers at the Center for the Collaborative Classroom (CCC, 2018). The first name of the first edition of the CSC program was the Child Development Project. The first edition was developed for students in kindergarten through sixth grade. The overall goal of the first edition was to create a caring community of learners through caring and supportive relationships of the students, staff, and parents committed on shared norms and values; modeling of positive social interactions; and fostering of students' intrinsic motivation (Solomon, Battistich, Watson, Schaps, & Lewis (2000).

Similar to Bronfenbrenner's (1979) ecological approach, the CSC program has a comprehensive approach to address many aspects of the school, including curriculum, climate, pedagogy, and organization (Solomon et al., 2000). Accordingly, the CSC program emphasizes the positive development of all children rather than specific students with emotional or behavioral problems.

The effectiveness of the first edition of the CSC program was evaluated by Battistich, Solomon, Watson, & Schaps, (1997) with a 4-year mixed-method longitudinal study between 1991 and 1995 in 12 program and 12 match comparison schools from six school districts in the

United States. The analyses of the implementation data revealed that five program schools fully implemented the CSC program. Findings on these five schools showed positive effects for promoting positive social behaviors and less aggressive behaviors such as mutual trust and respect for teachers, more concern for others, empathy and maturity, and positive social skills within the elementary school context with t values for the contrasts ranging from 1.77 ($p < 0.09$) to 4.83 ($p < 0.001$) and average effect sizes of the differences ranging from 0.41 to 1.10 (Battistich et al., 1997). Battistich et al., (2004) conducted a follow-up study with a subsample of three program schools and their matched comparison schools between 1997 and 2000. These results revealed that program students had less student misbehavior ($F[1,756] = 9.25$, $p < .03$) and fewer acts of delinquency ($F[1,756] = 4.67$, $p < .04$). The program students were also rated positively by their teachers as having better social skills ($F[1,34] = 8.67$, $p < .03$), being more considerate ($F[1,343] = 3.96$, $p < .05$), and respectful and helpful to others ($F[1,343] = 2.64$, $p < .10$).

The second edition of CSC was released in 2018 and includes a middle school component. The Center for the Collaborative Classroom describes this second edition as creating caring and disciplined classroom by building positive relationships among members of the school community, teaching social skills, and assisting students to acquire self-discipline (CCC, 2018). The CSC program addresses the direct teaching of social skills in the four categories of the beginning of year skills (e.g., learning and following classroom procedures), interpersonal skills (e.g., sharing work fairly), self-management skills (e.g., reflecting on their own behavior), and executive function skills (e.g., refocusing when needed; Center for the Collaborative Classroom, 2018).

The program components include advisory lessons, cross-age buddies, subject area integration, home activities, schoolwide community-building activities, and a caring discipline management approach. As part of the advisory lessons of the CSC program, students spend the first 20 minutes of every homeroom class with an advisor and a small group of fellow students. The advisory program's main goal is to create a caring community within the school for the students through the teaching of social and emotional skills. A cross-age buddies component helps students develop relationships beyond the classroom by getting to know older or younger buddies and people who work in the school. Subject-area integration booklets provide classroom teachers with the detailed list of content-specific activities to support the learning of weekly social skills. Students use the weekly home activities to review and discuss the learning from each week with their parents. Finally, the schoolwide community-building activities foster a caring school community within the school through the activities such as the International Day and Thanksgiving dinner.

Teacher Professional Learning

Professional learning is defined as structured or systematic professional learning efforts that result in changes in educator practices, in educator beliefs and attitudes, and student learning outcomes (Guskey, 2002). This section covers the teacher change process, standards for professional learning, effective professional learning, and professional learning communities.

Teacher Change Process

Research from the last two decades reveals a strong relationship between teacher practice and student learning (Learning Forward, 2011). Therefore, understanding teacher change models are important for school leaders and educators to effectively plan professional learning initiatives that improve teacher practices and student outcomes.

There are different theories of teacher change modeled by different researchers. For example, initial models of teacher change described the teachers change as a linear process which starts with teacher in-service and continues with changes in teacher knowledge and beliefs, teacher practices, with student learning outcomes as the ultimate step in this process. One of the alternative models was developed by Guskey (1986) to recognize the effect of student results on teachers' beliefs and attitudes. According to the Guskey's model of the process of teacher change, staff development resulted changes in teacher classroom practices. Classroom practices affected student learning outcomes, and student learning outcomes changed teachers' beliefs and attitudes. Although Guskey's model recognized the importance of student results for teacher change, it was criticized for having a linear process (Clarke & Peter, 1993).

The interconnected model of professional growth by Clarke and Hollingsworth (2002), provides a non-linear model recognizing the complex nature of professional growth through multiple growth pathways between the domains of external domain, personal domain, domain of practice, and domain of consequence. The external domain includes external sources of information or stimulus. The personal domain includes teachers' knowledge, belief, and attitudes. The domain of practice includes teachers' professional experimentation, and the domain of consequences includes the changes in teachers' perception of the outcomes of classroom practice. In this model, professional growth and changes between domains occur through the meditating process of reflection and enactment (Clarke & Hollingsworth, 2002).

Similar to Clarke and Hollingsworth's (2002) multiple pathways for professional growth, Learning Forward (2011) recognizes the circular aspect of teacher change model and suggest a teacher change model that is not only circular but also bidirectional. According to Learning Forward, professional learning changes educators' knowledge, skills, and dispositions, which

then affect educators' practices, and the improved educator practices affect student results. Finally, the nature of the student results determines the new professional learning practices to continue with the cycle.

Standards for Professional Learning

According to Learning Forward (2011), when professional learning is based on standards, it provides a greater potential to improve teacher attitudes, beliefs, and practices. Standards for professional learning provide a comprehensive approach to guide all members of school community for effective professional learning. Accordingly, Learning Forward shares seven standards for professional learning to improve teacher practices and student learning outcome as part of effective professional learning efforts:

- Learning communities committed to continuous improvement, collective responsibility, and goal alignment;
- Skillful leaders who develop capacity, advocate, and create support systems for professional learning;
- Prioritized, monitored, and coordinated resources for educator learning;
- Use of a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning;
- Learning design that integrates theories, research, and models of human learning to achieve its intended outcomes;
- Implementation that applies research on change and sustains support for the implementation of professional learning for long-term change; and
- Outcomes that align with educator performance and student curriculum standards. (p. 23)

Effective Professional Learning

Effective professional learning is at the core of almost every modern effort to improve education (Guskey, 2002). After a review of 35 effective professional learning studies, Darling-Hammond, Hyler, and Gardner (2017) determined seven common features of effective professional learning:

- Content-focused: Intentional focus on instructional strategies related to specific curriculum content;
- Incorporates active learning: Active engagement of teachers in designing and practicing instructional strategies;
- Supports collaboration: Creates teacher communities to share ideas and collaborate;
- Uses models of effective practice: Curricular models and modeling of instruction to showcase best practices for teachers;
- Provides coaching and expert support: Sharing expertise and best practices based on individual needs through coaching and expert support;
- Offers feedback and reflection: Offering built-in time for teachers to reflect, receive feedback, and make changes in their practices; and
- Sustained duration: Providing teachers with adequate time to learn, implement, and facilitate change in their practices.

Based on this review, Darling-Hammond et al. (2017) also provide some helpful recommendation for policymakers and administrators to create a healthy environment for effective professional learning. Some of these recommendations include adopting standards for professional learning, evaluating and redesigning school schedule to accommodate required professional learning time, conducting regular needs assessments to ensure professional learning

in most needed areas, identifying and developing expert teachers as mentors and coaches, using professional learning in a way to help each student succeed as part of the school improvement initiatives, and providing necessary funding and continuing education opportunities for teachers.

Educators should also anticipate the possible barriers in front of effective professional learning to prevent implementation failures (Darling-Hammond et al., 2017). Some of these barriers include inadequate resources such as curriculum materials, lack of shared understanding of what high quality education entails, lac of time for planning and implementing, and lack of administrative support. Based on the standards, features, and the needed environment of effective professional learning, professional learning communities emerge as a successful professional learning model.

Professional Learning Communities

Professional learning communities are defined as groups of educators meeting regularly with the purpose of improving their practices and student learning outcomes (Lieberman & Miller, 2008). Professional learning communities create strong relationships among educators, and those relationships build capacity for honest conversations, development of a more in-depth understanding of teaching and learning, critiquing practices, sharing of knowledge, and mutual responsibility for students (Lieberman & Miller, 2008).

A review of 35 effective professional learning studies revealed that 32 of the studies included some components of collaboration (Darling-Hammond et al., 2017). Another review of professional learning communities in literature and the study of collaborative professional learning efforts in 22 schools found five common characteristics of effective collaborative professional learning (Hord, 2004). These characteristics are supportive and shared leadership through the facilitation of school principal, shared vision and commitment to student learning,

engagement of all faculty in a continuous effort to search new knowledge and practices to meet student needs, supportive conditions and collegiate culture for collaborative learning, and the collective practice of reviewing and providing feedback to support individual and entire school community.

Learning communities are the first standard of Learning Forward's (2011) interrelated standards for professional learning. According to Learning Forward, professional learning communities engage in continuous improvement, develop collective responsibility, and create alignment and accountability.

As part of the continuous improvement aspect of learning communities, educators engage in an improvement cycle that includes the use of data to determine needs for students and educators, identification of shared goals for students and educators, professional learning through content-specific pedagogy and knowledge, determination and implementation of appropriate strategies to achieve shared goals, application of the learning within the context, using data to monitor and refine implementation, and evaluating results (Learning Forward, 2011). It is also important to recognize that improvements in professional settings are gradual and occurs through incremental enhancements (Jensen et al., 2016; Raphael, Vasquez, Fortune, Gavelek, & Au, 2014). Therefore, educators in professional learning communities should approach continuous improvement with a focus on systemic view and sustainability (Raphael et al., 2014) because change is a process rather than an event (Rohlwing & Spelman, 2014).

Another aspect of an effective professional learning community is the need to develop collective responsibility. Collective responsibility is the alignment of educators' learning across teams, schools, and systems to engage in continuous improvement cycles and share responsibility for all students (Learning Forward, 2011). According to Raphael et al., (2014),

meaningful professional learning that supports transformation occurs through the interactions of the members of the learning community. Collective participation in professional learning experiences helps teachers create communities that are caring, analytic, reflective, and collaborative to improve student learning outcomes (Learning Forward, 2011). Collective responsibility towards school improvement goals support collective participation and, in result, develop collective efficacy through the achievement of the shared student and educator goals (Tschannen-Moran & Chen, 2014). Collective efficacy is a group's belief in its joint capability to achieve their goals (Bandura, 1997). Collective efficacy beliefs are associated with better student outcomes even when the socio-economic status of students is controlled (Tschannen-Moran & Chen, 2014).

According to Learning Forward (2011), the third aspect of effective learning communities is the creating of alignment and accountability. It is important that learning communities align their goals with the mission, vision, and strategic goals of the school. Therefore, successful school systems create formal policies and accountability measures for goal alignment and accountability among the members of the school community (Jensen et al., 2016). Effective learning communities transform macro-level learning goals to micro-level learning goals (Learning Forward, 2011).

Summary and Proposed Intervention

This literature review covered the reviews of PBIS, character education, and SEL programs to help teachers foster a caring school community to increase students' prosocial skills and decrease classroom misbehavior. All three of these interventions are research-based approaches, and they all recognize the importance of interaction with community members for the development of students.

PBIS is a schoolwide and teacher-centered program where the primary focus is on clear, consistent, and monitored rules and techniques to prevent problem behaviors (Center on Positive Behavioral Interventions and Supports, 2004; Osher et al., 2010). Research on PBIS shows that the implementation of PBIS can prevent and decrease classroom misbehavior (Osher et al., 2010) and reduce antisocial behavior (Metzler et al., 2001; Sprague et al., 2002).

Effective character education programs offer a holistic approach with 11 standards (Character.org (2018–2020) to foster a caring community through modeling and teaching of universally accepted values such as kindness, respect, and responsibility. However, studies on the effectiveness of character education programs have mixed results.

SEL is an evidence-based and student-centered comprehensive program for adults and children to acquire and apply social, personal, and emotional skills to manage emotions, plan and reach positive goals, show empathy for others, foster positive relationships, and make right and responsible decisions (CASEL, 2015). SEL programs found to be effective to improve prosocial behaviors and to decrease student misbehaviors (Durlak et al., 2011; Taylor et al., 2017).

Effective professional learning occurs in cycles through the changes in teacher practices, students result, attitudes and beliefs, and professional learning efforts respectively (Learning Forward, 2011). The professional learning community is an important aspect of the standards for professional learning (Learning Forward, 2011), effective professional learning (Darling-Hammond, Hyler, & Gardner, 2017), and highly successful school systems (Jensen et al., 2016). Based on a review of teacher change models, standards for professional learning, and effective professional learning features, the researcher determined the use of the professional learning community as an appropriate model to establish effective professional learning.

After a review of related intervention literature, the researcher proposed the use of a social and emotional learning program. Specifically, the researcher proposed the use of the second edition of the CSC program for its student-centered and comprehensive approach to improve students' prosocial behavior and reduce classroom misbehavior (Battistich et al., 2004; Battistich et al., 1997). The researcher also proposed the use of professional learning communities for their ongoing collaborative and reflective approaches to improve teacher practices and student learning outcomes through shared goals and collective responsibility (Learning Forward, 2011).

The researcher hypothesizes that the implementation of the CSC program, including a focus on improving students' interpersonal skills and self-management skills, will help faculty to foster a caring school community for students to increase their prosocial skills and reduce their classroom misbehavior.

Chapter 4

Intervention Procedure and Program Evaluation Methodology

After a review of the related intervention literature including positive behavior intervention supports, character education, and social emotional learning programs about fostering a caring school climate to improve students' social skills and reduce classroom misbehavior, the researcher decided to use a SEL program because of SEL programs' effectiveness on improving prosocial skills and reducing classroom misbehavior (Durlak et al., 2011; Taylor et al., 2017). Specifically, the researcher chose the CSC program as a means to improve social skills, foster a caring school community, and reduce classroom misbehavior.

The first edition of the CSC program was for students in kindergarten through sixth grade (CCC, 2018). The CSC program introduced its second edition with the inclusion of a middle school component in 2018. The researcher hypothesized that, due to success of the CSC first edition in improving prosocial skills and decreasing aggressive behaviors for students in kindergarten through sixth grade (Battistich et al., 2004; Battistich et al., 1997), it was expected that the second edition of CSC with middle school students would be successful in helping teachers foster a caring school community where students improve their social skills and decrease classroom misbehavior.

Purpose of the Study

The purpose of the study was to evaluate the CSC program and determine any changes in middle school students' classroom misbehavior rates and social skills. The secondary goals of the study were to determine how changes in students' classroom misbehavior rates and social skills are moderated by gender, if at all, and to determine how the professional learning activities align with effective professional learning practices. The study tested the hypothesis that the

second edition CSC program improves students' socials skills and reduces classroom misbehavior rates. The following research questions guided this study:

Process Research Questions:

1. To what extent is the Caring School Community program implemented as planned?
2. What do middle school teachers perceive as supports and barriers to Caring School Community program implementation?
3. How do the professional learning activities align with effective professional learning practices?

Outcome Research Questions:

4. To what extent did the Caring School Community program change the social skills of middle school students?
    b. How are changes in students' social skills moderated by gender, if at all?
5. To what extent did the Caring School Community program change the classroom misbehavior rates of middle school students?
    b. How are changes in classroom misbehavior rates moderated by gender, if at all?

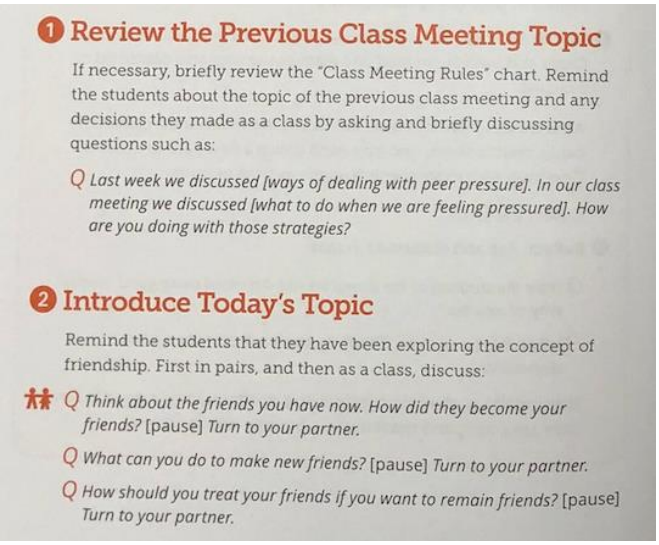
Research Design

The mixed-methods evaluation design research study (Creswell & Plano Clark, 2018) was conducted during the first semester of the 2019-2020 school year. The purpose of mixed methods research design is to draw from the strengths and minimize the weaknesses of quantitative and qualitative methods to integrate findings and strengthen the study for heightened knowledge and validity (Johnson & Christensen, 2016). For example, the quantitative method complements the qualitative aspect by generalization through more objective and conclusive data analysis to minimize the weaknesses of the qualitative method stemming from its more

subjective analysis based on interpretation (Johnson & Onwuegbuzie, 2004). The mixed-methods evaluation design can be convergent, sequential, or both (Creswell & Plano Clark, 2018). In this study, quantitative and qualitative data were collected concurrently throughout the first semester of the school year.

Process Evaluation

Process evaluation entails monitoring program implementation to document the process and provide feedback on the essential aspects of implementation, such as the extent to which the program is implemented as intended, the needed adjustments to implementation, and the extent to which participants fulfill their roles (Zhang et al., 2001). Dusenbury, Brannigan, Falco, and Hansen (2003) describe the five measurements of fidelity as adherence, dose, quality of delivery, participant responsiveness, and program differentiation. Of these, adherence, dose, and participant responsiveness are the most relevant for the purpose of this study to determine if the intervention is implemented as planned, particularly as the CSC program relies on scripted lessons and activities and requires participants to attend regular PD activities. See Figure 3.1 for a portion of a scripted lesson introduction.



1 Review the Previous Class Meeting Topic

If necessary, briefly review the "Class Meeting Rules" chart. Remind the students about the topic of the previous class meeting and any decisions they made as a class by asking and briefly discussing questions such as:

Q *Last week we discussed [ways of dealing with peer pressure]. In our class meeting we discussed [what to do when we are feeling pressured]. How are you doing with those strategies?*

2 Introduce Today's Topic

Remind the students that they have been exploring the concept of friendship. First in pairs, and then as a class, discuss:

Q *Think about the friends you have now. How did they become your friends?* [pause] *Turn to your partner.*

Q *What can you do to make new friends?* [pause] *Turn to your partner.*

Q *How should you treat your friends if you want to remain friends?* [pause] *Turn to your partner.*

Figure 3.1. Sample script from the topic week of friendship. Reprinted from "*The Caring School Community Friendship Teacher's Manual*" by Center for the Collaborative Classroom, 2018, Alameda, CA. Copyright 2018 by Center for the Collaborative Classroom.

Additionally, the researcher used the process evaluation to identify implementation supports and barriers.

Implementation fidelity adherence. Implementation fidelity adherence refers to the extent which implementation of the program is consistent with the way it is written by the program developers (Dusenbury et al., 2003). The fidelity goal related to adherence is for all participants to implement the advisory lessons verbatim, using the scripts provided within the CSC program. Implementation fidelity adherence was measured through the Strong Implementation Observation Form as well as teachers' qualitative responses on the Weekly Class Assessment Records. For example, on the Strong Implementation Observation Form, the observer notes whether the teacher "follows the lesson plan, asking open-ended questions as written" and "refrains from repeating or paraphrasing students."

Implementation fidelity dose. Implementation fidelity dose refers to the completeness or amount of program content that is covered and can be measured through self-report or extrapolated based on sample observations (Dusenbury et al., 2003). The fidelity goal related to dose is for all participants to implement the 20-minute advisory lessons CSC each day, as prescribed by the CSC program. Implementation fidelity dose was measured by calculating the duration of each observed lesson on the Elements of Strong Implementation Observation Form as well as teachers' qualitative responses on the Weekly Class Assessment Records.

Implementation fidelity participant responsiveness. Implementation fidelity participant responsiveness refers to the extent participants attend and engage in the

implementation of the program Dusenbury et al. (2003). The fidelity goal related to participation responsiveness is for all participants to attend weekly 35-minute PD activities. Implementation fidelity participant responsiveness was measured by the attendance logs for the weekly professional learning sessions, introductory session during pre-planning, and the mock lesson study in October. The researcher also used a reflective journal to go beyond attendance data and collect notes on interactions and expressions to measure participant responsiveness.

Teachers' perception of implementation supports and barriers. The identification of the implementation supports and barriers is important for the successful implementation of an intervention (Rogers, 2003). Implementation supports refers to the factors contributing to the success of the implementation, and the implementation barriers refer to the challenges in front of the implementation. Implementation supports and barriers for the CSC program, professional learning activities, and whether professional learning activities align with effective professional learning practices were determined through teachers' qualitative responses on the Weekly Class Assessment Records.

From an improvement science perspective, the researcher used a plan-do-study-act cycle to conduct the process evaluation (Christie, Inkelas, & Lemire, 2017). The researcher identified objectives for the *plan* phase as CSC program implementation adherence, dose, and participant responsiveness. The researcher used the Weekly Class Assessment Records with additional qualitative questions, the Elements of Strong Implementation Observation Form, and attendance logs to measure these objectives. During the *do* phase, a daily 20-minute advisory lesson was administered for the implementation of the CSC program and collect data. In the *study* phase, the researcher had a monthly meeting with the leadership team and an outside expert to review the results and their comparison to the intended design and implementation of the program and also

determine implementation supports and barriers. During the *act* phase, the researcher determined and reflected the changes on the implementation of CSC with feedback from the findings of the study phase. This plan-do-study-act cycle continued three times between September and December for the process evaluation of the CSC program implementation during the first semester of the 2019-2020 school year.

Outcome Evaluation

As shown in the logic model, there are several proximal outcomes of the CSC intervention (see Appendix C). These proximal outcomes are interpersonal skills, self-management skills, executive function skills, and classroom misbehavior rates and whether any outcomes were moderated by gender. The researcher used the Individual Student Assessment Records, Weekly Class Assessment Records with additional quality questions, Elements of Strong Implementation Observation Form, School Climate Survey–Teacher, and disciplinary records to measure the outcomes.

Method

This section covers the participants, measures, and procedures with details of the description of the intervention, data collection, and data analysis. Instruments were aligned with the research questions, as indicated in the summary matrix (see Appendix D).

Participants

The researcher used the purposeful sampling method and specifically, criterion sampling to provide a higher confidence level in findings (Patton, 1990). The target population was 12 middle school teachers who had availability right after the first-period classes in middle school and their 211 middle school students. No potential participants fitting the above criteria were

excluded unless they no longer had a middle school class during the first semester of the 2019-2020 school year; therefore, no potential participants were excluded.

Four of the 12 teachers teach sixth grade, four of the teachers teach seventh grade, and the remaining four teachers teach eighth grade. Nine of the teachers were female teachers, and three of them were male teachers. Teachers ranged in age from 21 to 65 years, with two teachers in the 21-25 range, seven teachers in the 26-35 range, one teacher in the 36-45 range, one teacher in the 56-55 range, and one teacher in 56-65 range. Teachers had a mean of 9 years of overall teaching experience, ranging from 1 year to 25 years. The number of years taught at the current school ranged from 1 to 8 years, with a mean of 3 years. Five teachers had a master's degree, and seven teachers had a bachelor's degree. Ten of these teachers were state certified, and two of them were working on their certification. The participants taught English language arts (n = 3), special area (n = 3), mathematics (n = 2), science (n = 2), social studies (n = 1), and world languages (n = 1). Although teachers often collaboratively created unit and lesson plans, this school had not implemented a fully scripted program before.

The target student population consisted of 121 male students and 90 female students. There were 80 students in sixth grade, 71 students in seventh grade, and 60 students in eighth grade. Students mainly ranged in age from 11 to 14 years. The school has a competitive admission process and only serves advanced and gifted students. Data related to race and ethnicity are not collected by the school as part of the school admission application.

Measures

The researcher used multiple measures provided by the Caring School Community program to measure implementation fidelity and implementation outcomes (CCC, 2018). These measures are Individual Student Assessment Records, Weekly Class Assessment Records with

additional qualitative questions, School Climate Survey–Teacher, Student Survey, and the Elements of Strong Implementation Observation Form. Additionally, the researcher used school disciplinary records as secondary data to measure classroom misbehavior rates.

Social skills. Social skills construct was measured by Individual Student Assessment Records, Weekly Class Assessments Records, School Climate Survey–Teacher, Student Survey, and Elements of Strong Implementation Observation Form.

Individual Student Assessment Records. According to the CSC program, the purpose of the Individual Student Assessment Records is to measure how well students learn and apply social skills taught in the CSC program (see Appendix E). This measure was used pre- and post-intervention to measure the progress in students' social skills. This measure has three quantitative sections of self-management skills (seven items), interpersonal skills (five items), and executive function skills (six items). The scale of this measure has the options of *does not exhibit skill*, *exhibits skill with support*, and *exhibits skill independently*. Sample items for the self-management skills section are "Follows classroom procedures" and "Considers consequences of actions." Sample items for the interpersonal skills section are "Agrees and disagrees in a respectful way" and "Speaks and acts in respectful, caring, friendly, and helpful ways." Sample items for the executive function section are "Monitors attention and refocuses when necessary" and "Perseveres through challenges."

The first edition of the Caring School Community program was developed in the early 1980s for elementary school students by the Developmental Studies Center (Battistich et al., 1997). At that time, the program was called the Child Development Project. The second edition was published in 2018 and includes a component specific to middle school students.

A study of the measures used in the first edition for validity and reliability by Roberts, Hom, and Battistich (1995) demonstrated a fair degree of convergent validity for the correlation between students' sense of community and teachers' perceptions of student community ($r = .35$, $p < .001$). Community refers to the quality of social relationships within the school (Roberts et al., 1995). The measure of teachers' sense of community revealed high internal consistency ($\alpha = .89$). In summary, the study demonstrated evidence of convergent validity, internal consistency, and some degree of commonality among the students and teachers on the school community measures.

Weekly Class Assessment Records. The CSC program describes the purpose of the Weekly Class Assessment Records as an instrument designed to measure the social performance of the whole class (see Appendix F). Each Weekly Class Assessment Record includes two or three quantitative questions based on the topic of the week and an open-ended section for teachers to share other observations. For example, questions related to the topic of developing empathy include: "Are the students able to put themselves in others' shoes and imagine their emotions?", "Do they express interest in or concern for the feelings of others?", and "Can they consider how their actions might affect others?" The scale for this measure has the options of *all or most students*, *about half of the students*, and *only a few students*.

The researcher also added six qualitative questions to this instrument to determine implementation fidelity adherence, dose, participant responsiveness, implementation supports and barriers and as well as the alignment of professional learning activities with effective professional learning practices:

- How long did your daily advisory lessons last this week and how closely did you follow the script?

    - If you deviated from the 20-minute duration or the scripts this week, what were the reasons?
- What barriers related to CSC program implementation would you like to share?
- What supports/successes related to CSC program implementation would you like to share?
- What barriers related to the CSC professional learning sessions would you like to share?
- What supports/successes related to the CSC professional learning sessions would you like to share?
- Do you have any questions or additional comments? If so, please record below.

School Climate Survey–Teacher. The purpose of the School Climate Survey–Teacher is to measure teachers' perceptions of school climate based on their observations and interactions with community members (see Appendix G). This measure has 14 items and will be used pre-intervention and post-intervention to measure the progress in students' social skills in relation to school climate. The survey uses a 5-point Likert-type scale ranging from 1 (*disagree*) to 5 (*agree*). Sample items include: "I feel comfortable crafting and asking open-ended questions that don't elicit one right answer throughout the school day" and "I feel satisfied with the way my students engage with the subject matter I am teaching."

Student Survey. The purpose of student survey is to assess students' perception of school climate and as well as their perception of the value of the CSC program in creating a caring school climate. The quantitative section of the survey is taken from the Student Climate Survey of the CSC program and includes 15 items (see Appendix H). The quantitative section uses a 5-point Likert-type scale ranging from 1 (*disagree a lot*) to 5 (*agree a lot*). Sample items include:

"I feel safe and comfortable in my classroom" and "Students treat one another kindness in our school." The researcher added six open-ended questions to this instrument to determine students' perception of the value of the CSC program in creating a caring school climate:

- How does the Caring School Community program help you to create a caring school environment, if at all?
- How does the Caring School Community program help to improve students' social skills, if at all?
- What is the value of the Caring School Community program to you?
- What do you like about Caring School Community program?
- What don't you like about Caring School Community program?
- Do you have any additional comments? If so, please record below.

Elements of Strong Implementation Observation Form. The purpose of the Elements of Strong Implementation Observation Form is to assess the implementation of the CSC program by the teachers (see Appendix I). The observer puts a checkmark next to the items observed during the classroom lesson observation. The form also includes a section to document field notes. Sample items are: "Teaches SEL skills explicitly", "Gives directions clearly and concisely", and "Follows the lesson plan, asking open-ended questions as written."

Classroom misbehavior. Classroom misbehavior construct was measured by disciplinary records, School Climate Survey–Teacher, and student survey. Disciplinary records are secondary data and available through the school database. All teachers use the school's online discipline portal daily to submit student misbehaviors, such as failure to follow directions and disrespectful behavior. The school administration keeps historical data about student misbehavior on the school database, which is comprised of the disciplinary records submitted by the teachers.

Disciplinary data also include gender information. The researcher used these data to compare current classroom misbehavior rates with previous semesters and also to understand whether classroom misbehavior rates were moderated by gender. Some example items in student disciplinary data include failure to follow directions and disrespectful or rude behavior. The School Climate Survey–Teacher measure teacher's perception of school climate based on their observation and interaction with their students. Sample items include: "I feel satisfied with the way my students treat one another" and "I feel satisfied with the way my students follow classroom norms and procedures." The student survey assesses students' perception of school climate and as well as their perception of the value of the CSC program in creating a caring school climate. Sample items include "Students treat adults respectfully in our school" and "I care about my classmates."

Reflective Journal. A researcher's journal can provide a "record of the affective experience" during a study (Hatch, 2002, pp. 88-89). The researcher used a reflective journal to have and sustain a reflective position during the study. The use of a reflective journal allowed the researcher to collect data such as interactions and expressions, which may not be accessible through other data. Specifically, the researcher used the reflective journal to collect data on teacher interactions and expressions during professional learning to measure participant responsiveness.

Procedure

This section covers participant recruitment, a description of the intervention, and the data collection and analysis procedure.

Participant Recruitment. The recruitment of participants occurred during the first three weeks of August. Because the researcher is principal at this school, the recruitment was

administered by the middle school counselor to limit participant coercion and undue influence. The middle school counselor used a recruitment email (see Appendix J) to invite teacher participants. After receiving a positive response, the researcher met with teachers to review the consent document (see Appendix K). Teachers had one week to return the completed informed consent document to the middle school counselor.

To recruit student participants, the researcher met with parents of middle school students at a "coffee with school administration" session and introduced the study. The researcher spoke to the middle school students at the beginning-of-school assembly in the school cafeteria to describe the study and what their role would be. Concurrently, the middle school counselor sent an email to parents of middle school students to introduce the researcher, the study, the survey, and parental consent section with two links: one for parental consent and one for parents who wish to decline participation. The online consent allowed parents to provide an electronic signature to give permission to their children to complete a student survey for data collection (see Appendix L).

Next, the researcher and middle school counselor met with those students whose parents gave consent. The researcher further described the study and read the assent form to the students (see Appendix M). The researcher then left the room, and the counselor collected the completed assent forms from students.

Intervention. The intervention for this study is the implementation of the CSC program with a comprehensive professional learning plan that includes components for both teachers and school leaders. The CSC is an evidenced-based, student-centered, and comprehensive SEL program (CCC, 2018). The CSC program consists of advisory lessons, weekly random pairing of students, use of cooperative structures, one-on-one conferences, weekly class meetings, and

occasional home connection activities. The CSC program components had distinct scripts and examples particular to each grade level.

A comprehensive professional learning plan was administered to support the CSC implementation. The professional learning plan consists of a 35-minute weekly professional learning collaborative activity, a 90-minute introduction session for teachers with the outside expert, a 1-hour introduction session for the leadership team with the outside expert, monthly one-hour virtual leadership team meetings with outside expert, and a 90-minute mock lesson study in each grade with the outside expert.

During advisory lessons, students spent 20 minutes every morning with their CSC teacher and a small group of fellow students. During CSC lessons, chairs were arranged in a circle to support easy interactions and whole-class discussions among students and teachers. This circular classroom arrangement, an integral part of program implementation, was intended to help students to feel included during discussions and create more opportunities for social interactions. The CSC teachers followed the CSC program to teach students SEL skills, such as respect for the day during this time. Students actively participated in the advisory lessons with the guidance of the teacher. The use of the weekly random pairing of students, which was done by the CSC teachers, helped students learn to work and solve problems with many different kinds of people.

The use of cooperative structures such as “Turn to Your Partner” and “Heads Together,” give students meaningful and engaging ways to work with others. All teachers were trained to used cooperative structure strategies through CSC professional learning training during professional learning time.

Occasional home connection activities helped students talk with family members about the social development focus of the week. These grade level activities were communicated and monitored by the CSC teachers.

The CSC program provides a principal's leadership guidebook and a principal's calendar to support the successful implementation of the program. For example, before the school year starts, principals set staff norms (e.g., always treating each other with kindness and professionalism), developed a shared vision of school culture (e.g., celebrating small victories), and conducted team building activities (e.g., uncommonly common activity for staff members to discuss in pairs and identify several things both partners have in common that are not readily apparent) among staff members using the principal's guidebook.

The CSC program also provides a teacher's manual and a calendar for teachers to conduct their advisory lessons and home connection activities. The teacher's manual details each activity by week and by day and clearly defines each advisory lesson for teachers with related activities and needed materials to guide the teachers. As an example, the advisory lesson for each day for the topic week of kindness includes:

1. Monday: "Secret Acts of Kindness" activity to brainstorm ways to be kind and to take responsibility for behavior,
2. Tuesday: "Is Being Kind Good for You?" read-aloud activity to listen and discuss an article about kindness, to listen carefully to others, and to remember details,
3. Wednesday: "The Power of Kindness" class meeting to recognize and express emotions appropriately and to brainstorm ways to be kind,
4. Thursday: one-on-one conferences to write letters to secret partners and to build individual teacher-student relationships, and

5. Friday: “The Big Reveal” activity to practice speaking and acting in a friendly way and to recognize and express emotions appropriately.

Class meetings were held every Friday. Through class meeting discussions students made decisions for their classroom, build relationships, and talk about the issues affecting their class. The purpose of the class meeting during the first week, for example, included learning class meeting rules, and procedures, reflecting on prosocial behaviors, and speaking clearly and listening to others.

The CSC program includes predetermined advisory lessons to complete during morning advisory between Week 1 through Week 10. After the completion of the first ten weeks of activity, advisors began using weekly topic booklets to teach different weekly topics under the categories of positive school experiences, personal relationships, social issues, and wellness and creativity. There is no predetermined order for the weekly topic booklets. However, as the intervention is designed for one semester, the researcher gave priority to the topics about social skills such as kindness and friendship because of their direct relation to intervention goal to improve social skills and reduce classroom misbehavior. The selected topics were friendship, kindness, appreciating diversity, resolving conflicts 1, resolving conflicts 2, peer pressure, respecting belongings, and exclusion/cliques.

The following table summarizes the instructional activities and materials used to help learners master implementation objectives (see Table 4.1).

Table 4.1

Instructional Activities

Time	Semester at a Glance
Pre-planning	Orientation for students entering middle school. The goals of orientation are to:

Time	Semester at a Glance
	• Begin building community among the students • Introduce the students to their CSC teachers • Familiarize the students with the layout of the school • Explain how their days will be organized
Weeks 1–10	These weeks are meant to be taught in order. The *Teacher's Manual* lessons include: • Advisory lessons • Weekly class meeting • Facilitation Tips for the teacher
Topic Weeks	Topic Weeks Categories • Positive school experiences • Personal relationships • Social issues • Wellness and creativity

Data Collection

This section covers how the surveys, observations, and secondary data were collected. The quantitative and qualitative data were collected concurrently throughout the first semester. The middle school counselor deidentified data by assigning participant numbers to all documents before they were given to the researcher for analysis.

Individual Student Assessment Records. The individual student assessment records were completed by the teachers on each individual student in October and mid-December. It takes approximately 5 minutes for teachers to complete the survey for each of their students. Each teacher had approximately 20 students per class. The data were collected through an online Qualtrics survey.

Weekly Class Assessment Records. The Weekly Class Assessment Records with additional qualitative questions were completed every week by the teachers. The Weekly Class Assessment Records also included demographic data to allow detailed analysis, such as the

comparison of teacher responses according to grade levels. It takes approximately 10 minutes for teachers to complete this survey for their classes each week. An online Qualtrics survey were used to collect the data for each classroom.

School Climate Survey–Teacher. The School Climate Survey was completed by the teachers in October and mid-December. An online Qualtrics survey was used to collect this data. It takes approximately 5 minutes for teachers to complete this survey.

Student Survey. The student survey was completed by the students in October and mid-December. An online Qualtrics survey tool was used to collect this data. The researcher sent an email with the survey link to students and gave them two weeks to complete the survey. The survey takes approximately 10 minutes for students to complete.

Elements of Strong Implementation Observation Form. The Elements of Strong Implementation Observation Form was completed by the school counselor for each of the 12 teachers twice: in October and in mid-December. An online Qualtrics survey were used to collect the data for this form. The researcher observed each classroom twice during the semester for 20 minutes to complete this online observation form using a laptop. Then, the researcher passed these data to the middle school counselor for deidentification and participant number assignment process prior to the researcher' use of these data for analysis.

Attendance logs. The attendance logs for the weekly professional learning sessions, an introductory session during pre-planning, and the mock lesson study in October were collected by the middle school counselor to determine implementation fidelity participant responsiveness. The attendance logs were collected using a Google Forms online survey application.

Disciplinary records. The disciplinary data were taken from school's database at the end of the semester. These data were recorded by the school staff and included the type of infraction,

the consequence given, date, and student demographic information. The researcher collected disciplinary records for the first semester of the 2018-2019 and 2019-2020 school years to compare classroom misbehavior rates of middle school students before and during the intervention as well as any differences related to gender and grade level.

Reflective Journal. The researcher used a reflective journal throughout the study to keep a personal record of observations and learning experiences, including the interactions and expressions of the participants.

Data Analysis

The researcher used a mixed methods evaluation approach to analyze the data (Creswell & Plano Clark, 2018). After the descriptive and *t*-test analysis of quantitative data and Braun and Clarke's (2006) thematic analysis of qualitative data, the researcher developed side-by-side comparisons to look for common themes across the results and compare quantitative and qualitative findings for each theme. Through these analyses, the researcher determined in what ways the findings confirm, disconfirm, or expand the results of quantitative and qualitative aspects. Finally, the researcher interpreted and resolved the differences.

Quantitative data. A quantitative data analysis approach was used for closed-ended items of the: Individual Student Assessment Record, Weekly Class Assessment Records, School Climate Survey–Teacher, Student Survey, Elements of Strong Implementation Observation Form, attendance logs, and disciplinary records. The researcher used descriptive analysis in SPSS to analyze these quantitative data. Additionally, the researcher used a *t* test to determine any statistical significance for Self-Management Skills, Interpersonal Skills, and Executive Function Skills beyond the descriptive analysis of the individual items in the Individual Student Assessment Records.

Qualitative data. Qualitative data analysis was used for the open-ended items of the: Weekly Class Assessment Records, Student Survey, Reflexive Journal, and the Elements of Strong Implementation Observation Form. Specifically, the researcher used the theoretical thematic analysis (Braun & Clarke, 2006) to analyze the qualitative data. Braun and Clarke's (2006) six-phase thematic analysis includes the steps of familiarizing with data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report. This qualitative analysis method by Braun and Clarke (2006) offers a flexible approach to align the thematic analysis with the research questions.

Trustworthiness. Trustworthiness ensures that both the researcher and the reader recognize the findings of the study as attention worthy (Lincoln & Guba, 1985). Lincoln and Guba (1985) describe trustworthy research as having credible, transferable, dependable, and confirmable results. Credibility refers to the extent that the study measures what is actually intended. Transferability refers to the extent that the findings of a study can be applied to other situations. Dependability refers to the extent that the results would be similar if repeated in the same context with the same method and the same participants. Finally, confirmability refers to the level of confidence that the study findings are based on participant ideas and experiences rather than researcher's characteristics, preferences, and biases.

The researcher used multiple methods to ensure trustworthiness, such as aligning the components of mixed methods evaluation design (Creswell & Plano Clark, 2018) with trustworthiness indicators. For example, the researcher used triangulation to increase trustworthiness. Triangulation is described as a validity procedure to form consistency among multiple data sources (Creswell & Miller, 2000). Specifically, the researcher used method triangulation through the use of quantitative and qualitative research methods such as surveys

and observations. The researcher also used rigorous thematic analysis for qualitative data to ensure trustworthiness (Braun & Clarke, 2006). According to Braun and Clarke (2006), thematic analysis procedures include reading of the data and scrutinizing the coding multiple times by following the steps of: familiarizing oneself with data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report. The researcher used thick descriptions of the context and themes to further strengthen trustworthiness (Creswell & Miller, 2000). The researcher has explained his role in the study as the school principal and collaborated with the middle school counselor to prevent participant coercion during recruitment and data collection.

Researcher Subjectivity

The explanation of one's subjectivity allows researchers to share their assumptions, beliefs, values, and biases with the readers of the study (Creswell & Miller, 2000). The goal of a subjectivity statement is for the researcher to acknowledge his beliefs and biases early in the research process to allow readers to understand the researcher's position and to suspend those researcher biases as the research continues (Creswell & Miller, 2000).

I am the founding principal at the independent school under study and have been in this role for eight years. The school has grown from 101 students and 15 faculty members in 2012 to 675 students and 82 faculty members in the 2019-2020 school year. During this time, I played a key role in defining school's program (e.g., focus on gifted education and STEAM education) along with the involvement of all stakeholders. As the school increased in size, I observed a growing concern about student discipline. The parent group shared their concerns about student discipline challenges, and the administration added student behavior to its school improvement goals. In addition to my role as the principal, I am also a parent at this school. I have one child in

the elementary, one in the middle, and one in the high school section of the school. I, therefore, have a vested interest—both as principal and as a parent—to reduce classroom misbehavior at the school.

I used a reflective journal during the study to enhance my ability to have and sustain a reflective position. I also recognized that my position as the principal may affect the voluntary participation of students and parents. I worked with the middle school counselor for recruitment participants to prevent coercion and undue influence. As part of my role as principal, I regularly observed teachers in their classrooms as part of their annual evaluations. The teacher participants of the study only agreed to have one extra observation compared to non-participating teachers, as all other data sources for this study are being implemented schoolwide. The middle school counselor assured potential participants that she would deidentify their data before they are given to be for analysis. This alleviated any concerns they may have because I conduct their formal teacher evaluations.

The readers of this study will notice a resemblance between the name of the scale used in the needs assessment study and the specific intervention chosen in the study because both include the phrase *caring school community*. I would like the reader to know that I conducted the needs assessment in May 2018 and had no knowledge of the CSC program until August 2018, which is when I started investigating possible interventions to foster a caring school climate. When I contacted the non-profit corporation that created the CSC program, they provided me full support to understand the details of the program and research behind it. They also suggested hiring one of their facilitators to provide schoolwide professional learning sessions.

Chapter 5

Findings and Discussion

The purpose of this study was to evaluate the CSC program and determine any changes in middle school students' classroom misbehavior rates and social skills. The secondary goals of the study were to determine how changes in students' classroom misbehavior rates and social skills are moderated by gender, if at all, and to determine how the professional learning sessions align with effective professional learning practices. Specifically, the study tested the hypothesis that the second edition CSC program improves students' socials skills and reduces classroom misbehavior rates. This final chapter addresses the process and outcome implementation of the intervention. Specifically, the purpose of this chapter is to present the process of implementation, findings, conclusions, and discussion of this study. This chapter concludes with the recommendations and limitations of the study.

Process of Implementation

The implementation of the CSC program lasted for 18 weeks during the first semester of the 2019-2020 school year and consisted of professional learning for teachers and 20-minute daily CSC program sessions for students.

Professional Learning for Teachers

The professional learning for teachers included an introduction session, a leadership team meeting, weekly professional learning sessions, and a 90-minute mock lesson study.

Implementation for teachers began with a 90-minute introduction session and a 1-hour leadership meeting with the outside expert to introduce the CSC program. In these introductory sessions, teachers and school leaders learned how to implement CSC in the classroom and to set classroom norms for students in their classrooms. After this initial professional learning sessions,

the school counseling team, administrative team, and teachers collaboratively decided to name the program as "IMPACT" (i.e., Intentionally Making Positive Actions Count Together) instead of "Caring School Community" to make the name more appealing to the middle school students.

The weekly professional learning sessions were conducted every Friday between 7:20 am and 7:55 am. During these sessions, the middle school counselor and teachers (1) reflected on the program content of the current week, (2) reviewed the scripts for each day of implementation for the following week, (3) collaboratively planned revisions for the next week, (4) ensured that each teacher had the needed materials such as poster boards and Post-it Notes, and (5) discussed implementation supports and barriers. During these professional learning sessions, teachers were also able to ask questions and receive help from the counselor and their peers.

Each teacher also attended a mock lesson study with the outside expert. Mock lesson studies were conducted on two different days. The use of substitute teachers allowed CSC teachers to attend a mock lesson study in another teacher's class. After the completion of mock lesson studies, each grade level teacher had an hourlong meeting with the outside expert to discuss their experiences and the recommendation of the outside expert.

Finally, as part of the implementation of the CSC program, the school administration created a channel called IMPACT, in the Slack online communication platform to share anything about the CSC program. The members of this channel were middle school teachers implementing the CSC program, the middle school counselor, and administrative team members. Teachers used the channel for various purposes, such as sharing their experiences, challenges, and questions.

CSC Program for Students

The CSC program includes interactive daily 20-minute advisory lessons for students (e.g., direct teaching of social skills, use of cooperative structures such as "Turn to Your Partner" and

"Heads Together"), one-on-one conferences, weekly class meetings, and occasional home connection activities. There were six days in which the CSC program was not implemented due to school holidays or school events

The implementation for students began during the first day of school and continued for 18 weeks until the end of the first semester. During the daily advisory lessons, students sat in circles and practiced social skills together based on the topics of the week. The weekly random pairing of students through partner activities allowed students to work and solve problems with different students. One-on-one conferences were held weekly and were designed to support student-teacher relationships. During one-on-one conferences, the CSC teachers discussed how their students were doing both academically and socially using open-ended questions to guide the conversation. During weekly class meetings, students discussed common concerns and current issues together. Finally, the weekly home connection activities allowed students to work with their parents on the weekly topics.

The first ten weeks of the weekly topics for the CSC advisory lessons are predetermined by the CSC program. Specifically, the topics for the first ten weeks were Getting Started, Creating Norms, Building a Caring Community, Taking Responsibility for Actions, Making Things Right, Understanding Our Emotions, Developing Empathy, Respecting People Who Work in Our School, Understanding Bullying, and The Role of Bystander in Bullying. After the first 10 weeks, CSC teachers chose weekly booklets directly related to social skills and classroom misbehavior: Friendship, Kindness, Appreciating Diversity, Resolving Conflicts 1, Resolving Conflicts 2, Peer Pressure, Respecting Belongings, and Exclusion/Cliques.

Findings

This section shares the findings of the study. The researcher collected both quantitative and qualitative data to address the process and outcome research questions in this study. The research questions were as follows:

Process Research Questions:

1. To what extent is the Caring School Community program implemented as planned?
2. What do middle school teachers perceive as supports and barriers to Caring School Community program implementation?
3. How do the professional learning activities align with effective professional learning practices?

Outcome Research Questions:

4. To what extent did the Caring School Community program change the social skills of middle school students?
    a. How are changes in students' social skills moderated by gender, if at all?
5. To what extent did the Caring School Community program change the classroom misbehavior rates of middle school students?
    a. How are changes in classroom misbehavior rates moderated by gender, if at all?

Based on the above research questions, the findings of the study will be presented as implementation fidelity, implementation supports and barriers, alignment with effective professional learning practices, changes in students' social skills, and changes in students' classroom misbehavior.

Implementation Fidelity

The first research question sought to determine the extent to which the CSC program implemented as planned. Specifically, the researcher checked adherence, dose, and participant responsiveness aspects of implementation fidelity.

Adherence. To determine implementation fidelity adherence, the researcher collected quantitative and qualitative data using the Strong Implementation Observation Form and the Weekly Class Assessment Records.

The quantitative results of the observations using the Strong Implementation Observation Form revealed that teachers implemented the CSC program as scripted with the exception that approximately half of the classrooms did not use a greeting every day (50% and 58%, respectively, in two visits) and 25% of teachers did not use facilitative questions during both visits (see Appendix N). Although only 50% of students used discussion prompts (e.g., "I agree/disagree") during the first visit, that rate increased to 92% during the second visit.

The analysis of the qualitative responses in the Strong Implementation Observation Form resulted in three main findings: inconsistent greeting activity, adherence to script, and inconsistency with sitting in circles. Regarding inconsistent greeting activity, observation notes included comments such as: "There was no greeting at the beginning of class." The researcher also noted that "They greeted each other kindly and respectfully. Greetings took several minutes since students found some creative ways to greet each other such as making some dance moves." Regarding adherence to the script, the researcher frequently observed that teachers were following the script very closely (e.g., "Teacher followed the script very closely and redirected students when necessary with minimal disruption"). The researcher also noted that there were inconsistencies with sitting in circles during advisory lessons.

The researcher qualitatively analyzed the Weekly Class Assessment Records responses related to how closely teachers followed the script. Of the 131 mentions about script adherence, 129 mentions were that they followed the script strictly, closely, and for the most part; there were only two mentions that they did not follow the script strictly. The researcher also analyzed data related to the reasons for deviation from the script in the Weekly Class Assessments Records. This analysis revealed findings of an irrelevant script and extended class discussions. Teachers sometimes changed the program script to make it more relevant and engaging for their students. For example, Participant T2 stated, "I had to change one of the scenarios to a real problem going on in the class. We talked about this real situation instead of the scenario in the curriculum. Students were more into it because it was something they are experiencing at the moment." Regarding the extended class discussions, Participant T10 wrote that "the kids had a lot of things to say about bullying and conflict resolution" and Participant T6 mentioned that "student participation was higher than usual [because] they had more items to discuss." The grade-level analysis of the responses showed that, although sixth-grade teachers generally adhered to the program script, seventh- and eighth-grade teachers made some modifications to the script.

In summary, the quantitative results of the Strong Implementation Observation Form revealed that adherence to implementation fidelity was very high, with the exception of the use of daily greetings. Qualitative analysis of the Strong Implementation Observation Form also supported the high adherence rates through frequent observation notes about teachers following the script verbatim but also added that there were inconsistencies with sitting in circles. When teachers did deviate from the script, it was because they thought the script was irrelevant or when there was an extended class discussion. These findings were also supported by the feedback shared by the outside expert in the field notes. After the mock lesson studies and meeting with

the teachers, the outside expert shared that this was the best implementation of the program she has seen so far in the schools that she visited, having visited the schools implementing the program for two years (M. Tavegia, personal communication, October 10, 2019). The outside expert also added that some improvements were needed, such as consistency with greetings at the beginning of class and sitting in circles during advisory lessons.

Dose. The CSC program was administered in all middle school classes for 20 minutes every day, other than six days that were holidays or had schoolwide events (e.g., mental health assembly, field trip, drug dog assembly). During those weeks, the Thursday and Friday lessons were combined based on the recommendation of the outside expert. The weekly professional learning sessions were not affected as they were conducted before classes on Fridays.

The researcher qualitatively analyzed responses in the Weekly Class Assessment Records to determine dose, which revealed that the majority of teachers implemented the CSC program either for whole class time or between 15 and 20 minutes. Only 13 of the 163 mentions by the teachers stated that the lesson only took half of the allotted time. The most common reason teachers gave for reducing the time was that the lesson for the day was inherently shorter than the allocated 20 minutes. Teachers stated that "Some days [i.e., lessons] only had few questions to answer and those ended pretty quick" (Participant T4) and that "Students were supposed to write about a pleasant or unpleasant emotion for 5 minutes but most of the students had finished the assignment in a minute" (Participant T2). Therefore, the overall dose of the implementation was very consistent.

Participant Responsiveness. To determine implementation fidelity participant responsiveness, the researcher collected attendance data during professional learning sessions. The quantitative analyses of the attendance logs showed that all teachers attended the

introductory session and the mock lesson study. However, attendance for weekly professional learning sessions was not entirely consistent. Throughout the implementation of the intervention, 69% of teachers attended weekly professional learning sessions on time, 25% of teachers were late to weekly sessions on some days, and 6% of teachers were absent to weekly sessions on some days. Considering that professional learning sessions were the first activity of the day, beginning at 7:20 am, it was expected that some teachers would be late. Based on the reflective journal, teachers appeared to enjoy collegial conversations, reflections, and discussions during weekly professional learning sessions. Overall, there seems to be a high level of implementation fidelity participant responsiveness.

Implementation Supports and Barriers

To answer the second process evaluation question about teachers' perception of implementation supports and barriers, the researcher collected data from teachers using the Weekly Class Assessment Records survey.

Implementation supports. Qualitative analysis of the Weekly Class Assessment Records revealed multiple themes of supports for the implementation of the program. These themes were program components, supplementary adults, and a trusting environment.

Teachers frequently mentioned program components, such as activities that teachers and students found relevant and the collaboration among teachers, as supports for the implementation of the program. Activities that teachers and students found relevant and relatable increased participation. For example, one teacher stated that "The interview activity increased student participation because they had an active role. I wish we had more activities like that" (Participant T6). Another teacher wrote that "The scenarios for Wednesday's class meeting was great, they took my students' attention a lot. They all were willing to talk about them [the scenarios]. . . .

When scenarios are relevant to them, it makes the lesson perfect" (Participant T2). The weekly collaborative time among teachers was another program component support that gave teachers a space to debrief and plan implementation. Participant T9 noted that "Other [CSC] teachers have been very supportive as well, sharing observations and techniques from their classes." Another teacher noted that "I enjoy having a time [weekly professional learning sessions] to support each other every week" (Participant T10).

The support through supplementary adults such as the guidance counselor as program coordinator and the outside expert was also among the frequently mentioned supports by the teachers. Teachers were grateful for the program coordinator. Participant T9 stated that "[Guidance counselor] has been very supportive, making sure we have everything we need." Teachers also appreciated that the outside expert provided specialized knowledge. Participant T1 mentioned that "I really appreciated being able to meet with and see her [outside expert] model a lesson. I think that was a huge support."

Finally, a trusting environment was another support shared by the teachers. Teachers mentioned that students felt more comfortable to share their feelings as the program progressed. In Week 6, one teacher wrote that "Students have started taking their time in IMPACT more seriously" (Participant T7). In Week 7, another teacher stated that "Students are listening more attentively to each other. Even though they don't see it, I have noticed improvements in behavior at least in that class. Some of them are sharing things now that they have been holding onto [keeping inside] for a long time" (Participant T8). Again, in Week 7, another teacher wrote that "My group in the morning is like a little family now" (Participant T12). In Week 9, another teacher noted that "Some of the kids are really starting to open up" (Participant T10). Finally, in Week 16, another teacher stated that "This week the students all wanted to share in detail. They

are very comfortable with each other and trust one another to share more personal details." (Participant T5).

Implementation barriers. To determine implementation barriers, the researcher analyzed the data about the teachers' perception of the CSC program implementation barriers in the Weekly Class Assessment Records survey. This qualitative analysis revealed that teachers perceived the themes of student attitudes and beliefs, the scripted nature of the program, and the challenges to meet individual needs as barriers to the implementation.

Teachers frequently mentioned students' attitudes and beliefs as one of the barriers to implementation. For example, one teacher stated that "Students just don't share the same vision of the program. They don't think it's something they need" (Participant T11). Another teacher wrote that "Students are not buying-in; [they are] restless and goofing off" (Participant T8). Another teacher noted that "Students were very resistant to kindness as a topic. Many expressed that they would naturally be kind to their friends, but going out of their way to be kind to someone they didn't know very well was awkward and unnecessary" (Participant T7).

Teachers also reported the scripted nature of the program as a barrier. One teacher stated that "The scenarios are not really relevant to our students. At some point, we had to create our own scenarios to talk about" (Participant T2). Another teacher wrote that "The scenarios were not applicable and did not provide good conversation starters" (Participant T7). For example, the CSC program scenario about the friendship between a boy and a girl was not very relevant because most students already felt comfortable being friends with peers of the opposite gender. Another example is that students were not interested in "enjoying lunchtime" topic. Some teachers, therefore, supplemented the scripted lesson with lunchtime videos from schools around

the world to make it more interesting and engaging. When the script was irrelevant, teachers had difficulty engaging their students, which constituted a barrier to the CSC implementation.

Additionally, one teacher noted that "Writing prompt for Thursday needs to be redesigned. They need to write around 10-15 minutes but with this writing prompt, they could finish it in 2 minutes" (Participant T2). Furthermore, teachers also mentioned that the program is repetitive for students: "Students often get bored and complain about repeating the same greeting and same questions" (Participant T4) and "I think this repetitiveness prevents them from taking it [the CSC program] seriously" (Participant T7).

Finally, another barrier shared by the teachers was about the challenges with meeting the individual needs of students. For example, one teacher stated that "I would like more support for the one student I have who sometimes struggles socially" (Participant T1), and another teacher stated that "In the PD [professional learning] session, the supervisor [guidance counselor] needs to make sure teachers share their experience about the individual student. It might help to identify student needs and find the proper way to approach students' academic and social needs" (Participant T6).

Alignment with Effective Professional Learning Practices

Research Question 3 sought to determine how professional leaning activities were aligned with effective professional learning practices. To help answer this question, the researcher analyzed the responses to the teachers' perception of professional learning supports and barriers in the Weekly Class Assessment Records.

Analysis of program artifacts found alignments between the weekly professional learning sessions and effective professional learning practices shared by Darling-Hammond et al., (2017). Specifically, five of the seven effective professional learning practices shared by Darling-

Hammond et al., (2017) were in alignment: being content-focused, supporting collaboration, providing coach and expert support, offering feedback and reflection, and sustained duration.

The focus of the professional learning sessions was specifically on the CSC curriculum. There was an intentional focus on instructional strategies related to the CSC program. One teacher stated that "We all learn how to implement some very creative strategies when we get together" (Participant T12). Another teacher wrote that "It's great to hear how it's going with other teachers and classes! And sometimes they offer a helpful strategy" (Participant T3).

The other aspect of professional learning in alignment with effective professional practices was collaboration. One teacher stated that "I am glad to have a professional development session so that I can discuss everything regarding the CSC with my colleagues" (Participant T2). Another teacher wrote that "I feel like I can be candid and get support from the other teachers teaching IMPACT" (Participant T1). Another teacher noted that "It's nice to have time to talk to the other teachers about what we're doing and make sure we're all on the same page" and "Everyone is very supportive and gives great ideas" (Participant T10).

The professional learning sessions also included coaching and expert support. Teachers affirmed that having a program coordinator and an outside expert were supports. One teacher wrote "[Guidance Counselor] does a great job of walking around and checking in with everyone" (Participant T3). Another teacher stated that "I really appreciated being able to meet with and see her [outside expert] model a lesson. I think that was a huge support" (Participant T1).

Professional learning sessions were also a time for feedback and reflection. One teacher stated that "I appreciate that we are able to have the Friday morning time to reflect with other teachers and plan for the next week" (Participant T1). Another teacher wrote that "I really enjoy hearing the other teachers' experiences, and I'm encouraged by the fact that they are having

success with their groups" (Participant T11). Another teacher noted that "We often share our barriers with each other and often have similar problems; we talk about how we dealt with it and ways to have better IMPACT class" (Participant T4).

Professional learning sessions provided regular and adequate time to learn and facilitate changes in teachers' practices. Teachers frequently shared their appreciation for this sustained weekly professional learning time. One teacher stated that "Having weekly PD sessions and going over the next week scripts with my colleagues are helpful" (Participant T6). Another teacher mentioned that "I enjoy having a time to support each other every week" (Participant T10). Another teacher wrote that "Unfortunately I was out for the professional development last week, and I do feel a bit unprepared for this week which shows me how important those sessions [professional learning sessions] really are" (Participant T1).

Finally, as an additional insight, teachers also shared that receiving required program materials during professional learning sessions as support. As an example, one teacher stated that "We were supported in every aspect. Our handouts and materials that we needed were given us a week before. This was a great support" (Participant T2).

Changes in Students' Social Skills

To answer the first outcome evaluation question about the extent the CSC program changed students' social skills, the researcher analyzed the data in the Individual Student Assessment Records, School Climate Survey–Teacher, Student Survey, and Weekly Class Assessment Records.

The researcher compared first and second Individual Student Assessment Records scores using a paired sample *t* test using SPSS. The results showed a slight decrease in teachers' perception of students' Self-Management Skills, Interpersonal Skills, and Executive Function

Skills (see Table 5.1). However, the analysis revealed no significant findings for Self-Management Skills, Interpersonal Skills, and Executive Function Skills.

Table 5.1

Mean (SD) and Paired Sample T *Test of Individual Student Assessment Records*

	Survey One $N = 201$		Survey Two $N = 201$		Paired Sample *t* test	
	M	*SD*	*M*	*SD*	*t*	*p*
Self-Management Skills	11.19	3.06	11.10	3.01	.471	.638
Interpersonal Skills	8.10	2.33	8.03	2.20	.506	.614
Executive Functions Skills	9.19	3.26	9.02	2.84	.924	.356

The researcher used SPSSS to calculate descriptive statistics for each item in the Individual Student Assessment Records. Overall, the results showed high mean scores for all individual items in the Individual Student Assessment Records (see Table 5.2). The results also revealed that the highest rated items by teachers during both surveys were "handles materials responsibly" ($M = 1.72$ and $M = 1.72$), "agrees and disagrees in a respectful way" ($M = 1.71$ and $M = 1.71$), and "speaks and acts in respectful, caring, friendly, and helpful ways" ($M = 1.67$ and $M = 1.68$; see Table 5.2). Conversely, the lowest rated items by the teachers were "monitors attention and refocuses when necessary" ($M = 1.45$ and $M = 1.40$), "express creativity and divergent thinking" (M = 1.46 and M = 1.45), and "listens carefully to others" ($M = 1.53$ and $M = 1.49$)

Table 5.2

Descriptive Analysis of the Individual Items in the Individual Student Assessment Records

	Survey 1 $N = 201$		Survey 2 $N = 201$	
	M	*SD*	*M*	*SD*
Self-Management Skills				
Follow classroom procedures	1.59	0.54	1.54	0.56
Explains thinking clearly	1.54	0.63	1.56	0.54
Reflects on and takes responsibility for learning and behavior	1.59	0.59	1.58	0.62

Considers consequences of actions	1.57	0.61	1.57	0.62
Handles materials responsibly	1.72	0.52	1.72	0.51
Asks and answers questions	1.54	0.62	1.50	0.58
Recognizes and expresses emotions appropriately	1.63	0.58	1.63	0.54
Interpersonal Skills				
Listens carefully to others	1.53	0.60	1.49	0.57
Seeks to understand others' feelings and perspectives	1.58	0.60	1.54	0.56
Agrees and disagrees in a respectful way	1.71	0.51	1.71	0.50
Speaks and acts in respectful, caring, friendly, and helpful ways	1.67	0.52	1.68	0.52
Works effectively in a group	1.62	0.57	1.61	0.58
Executive Functions Skills				
Express creativity and divergent thinking	1.46	0.70	1.45	0.57
Monitors attention and refocuses when necessary	1.45	0.67	1.40	0.61
Sets and works toward goals	1.56	0.66	1.52	0.57
Preserves through challenges	1.64	0.59	1.59	0.53
Plans and monitors time and strategies for tasks	1.52	0.67	1.50	0.63
Organizes and prioritizes information	1.57	0.63	1.56	0.58

The researcher also analyzed the responses in the School Climate Survey–Teacher to determine the extent the CSC program changes students' social skills (see Appendix O). This descriptive analysis in SPSS revealed that during the first survey, at least two thirds (67%) of the teachers rated all statements with either 4 and 5 (*Agree*). These results indicated a high perception of school climate by the CSC teachers. In the second survey, the percent of four of these items increased even more for the ratings of 4 and 5 (*Agree*). These items are "I feel comfortable and effective leading Morning Advisory every day" from 67% to 75%, "I feel comfortable crafting and asking open-ended questions that don't elicit one "right" answer throughout the school day" from 75% to 92%, "I feel satisfied with the way my students engage with the subject matter I am teaching" from 75% to 83%, and "I am able to speak to students in a calm, respectful tone, even when problems arise" from 75% to 83%. Teachers also rated "I feel comfortable turning to my colleagues for support when challenges arise" as 92% during both surveys.

Conversely, teachers rated some of the items in the second survey lower than the first survey for the rating of 4 and 5 (*Agree*). Specifically, some of the lowest rated items were "I feel satisfied with the way my students treat one another" from 75% to 42%, "I feel satisfied with the way my students follow classroom norms and procedures" from 67% to 58%, "I feel satisfied with the way my students follow school rules and procedures" from 67% to 58%, and "I feel comfortable and effective working with students who have behavior challenges" from 75% to 58%. The analysis also revealed that, overall, eighth-grade teachers had lower ratings for School Climate Survey–Teacher than sixth- and seventh-grade teachers.

The researcher also analyzed the Student Surveys to determine the extent the CSC program changed students' perception of their social skills. The descriptive analysis in SPSS revealed that, although most of the students agreed with all statements in both surveys, students rated all items in the second survey lower than the first survey for the ratings of *agree a lot* and *agree a little* (see Table 5.3). Specifically, the items with highest decreases from the first survey to the second survey were "My classmates care about me" from 61% to 49%, "I am interested in what I'm learning at school" from 82% to 67%, "Students treat adults respectfully in our school" from 67% to 53%.

Table 5.3

Student Survey (n = 107)

	Disagree a lot/ Disagree a little *n* (%)		Neither Agree or Disagree *n* (%)		Agree a lot/ Agree a little *n* (%)	
	S1	S2	S1	S2	S1	S2
I like coming to school	12 (11%)	16 (15%)	19 (18%)	23 (21%)	76 (71%)	68 (64%)
I like and trust my teacher(s)	8 (7%)	9 (8%)	15 (14%)	19 (18%)	84 (79%)	79 (74%)
My teacher(s) likes me	11 (10%)	11 (10%)	24 (22%)	35 (33%)	72 (67%)	61 (57%)
I care about my classmates	2 (2%)	8 (7%)	13 (12%)	17 (16%)	92 (86%)	82 (77%)

	Disagree a lot/ Disagree a little *n* (%)		Neither Agree or Disagree *n* (%)		Agree a lot/ Agree a little *n* (%)	
	S1	S2	S1	S2	S1	S2
My classmates care about me	17 (16%)	18 (17%)	25 (23%)	37 (35%)	65 (61%)	52 (49%)
I am interested in what I'm learning at school	8 (7%)	20 (19%)	11 (10%)	15 (14%)	88 (82%)	72 (67%)
Students treat one another with kindness in our school	22 (21%)	26 (24%)	20 (19%)	26 (24%)	65 (61%)	55 (51%)
Students treat adults respectfully in our school	9 (8%)	19 (18%)	26 (24%)	31 (29%)	72 (67%)	57 (53%)
I feel safe and comfortable in my classroom	5 (5%)	10 (9%)	14 (13%)	13 (12%)	88 (82%)	84 (79%)
I feel safe and comfortable in the lunchroom	12 (11%)	12 (11%)	8 (7%)	18 (17%)	87 (81%)	77 (72%)
I feel safe and comfortable on the playground/yard	10 (9%)	17 (16%)	13 (12%)	18 (17%)	84 (79%)	72 (67%)
I feel safe and comfortable in the hallways	10 (9%)	11 (10%)	16 (15%)	22 (21%)	81 (76%)	74 (69%)
I feel safe and comfortable in the bathrooms	9 (8%)	11 (10%)	11 (10%)	19 (18%)	87 (81%)	77 (72%)
I feel comfortable asking an adult for help when I have a problem at school or with another student	21 (20%)	22 (21%)	22 (21%)	29 (27%)	64 (60%)	56 (52%)

Finally, the researcher conducted a descriptive analysis of the quantitative responses in the Weekly Class Assessment Records using SPSS (see Appendix P). The result showed at least 90% of teachers agreed that *all or most students* seemed to be making friends (100%), students treat staff members and visitors to the school with respect (92%), students are able to establish and maintain friendship (92%), students are able to stand up for their own ideas, opinions, and wishes 92%), students work well with partners even those they previously did not know well (92%), and students respect one another's differences (91%). Conversely, the result showed very few teachers agreed that *all or most students* handled classroom materials responsibly and respectfully (17%), spontaneously apologized or tried to make up for behavior mistakes (18%), and went out of their way to help others (25%).

How the CSC program helps to create a caring school environment. The thematic analysis of the responses to the open-ended question about how the IMPACT program helps students to create a caring school environment in the first and second Student Survey revealed three major themes of social awareness, interpersonal skills, and self-management skills (see Table 5.4).

Table 5.4

Emerging themes for the question of how IMPACT program helps to create a caring school environment in student survey

Theme	Description	Related Codes	Sample Statements
Social Awareness	Taking the perspective of and empathizing with others	Empathy, Awareness, Understanding each other	"It helps students develop empathy and sympathy towards each other.", "It helps me, because you learn how others want to be treated." "It helps me be more aware" "It helps me understand people better"
Interpersonal Skills	Skills needed to establish and maintain healthy and rewarding relationships	Kindness, Respect, Friendship, Thoughtfulness, Sharing feelings	"Teaches me to be kind to others", "Teaches me how to act respectfully" "Helps us talk to people politely and to make new friends" "It helps you care for others and pay attention to others feelings and be more considerate towards others." "Helps with being able to share your feelings. This is helpful because some people won't want to share it at all. But with IMPACT, everyone opens up"
Self-Management Skills	Regulating one's emotions, thoughts, and behaviors effectively in different situations	Conflict resolution, Considering the consequences of actions, Learning how to treat others	"It helps resolve conflicts between students" "It gives more insight about how our actions could possible affect our classmates (humans in general) and why we shouldn't do certain things due to the consequences." "It helps us learn to treat others in a right way."

Social awareness is described as taking the perspective of and empathizing with others (CCC, 2020). Based on student responses, the related codes to social awareness theme are empathy, awareness, and understanding. For example, a student stated that "It helps students develop empathy and sympathy towards each other" (Participant S65) and another student mentioned that "It helps me understand people better" (Participant S1).

The second theme is interpersonal skills. The related codes based on student responses are kindness respect, friendship, thoughtfulness, and sharing feelings. For example, a student stated that "Teaches me how to act respectfully" (Participant S8) and another student mentioned that "Helps with being able to share your feelings. This is helpful because some people won't want to share it at all. But with IMPACT, everyone opens up" (Participant S114).

Finally, the third theme is self-management skills. The related codes for self-management skills are conflict resolution, considering the consequences of actions, and learning how to treat others. For example, one student mentioned that "It helps us learn to treat others in a right way" (Participant S119) and another student mentioned that "It helps resolve conflicts between students" (Participant S163).

How the CSC program improves students' social skills. Thematic analysis of the open-ended Student Survey items related to how the CSC program improves students' social skills revealed the major themes of interpersonal skills, friendship, confidence, and no improvement. The interpersonal skills theme included the codes such as communication skills, manners, kindness, respect, and empathy. One student stated that "By teaching everyone how to make eye contact, to smile, and to speak in an appropriate tone, social skills are improved, along with your everyday manner of speech" (Participant S28) and another student mentioned that "The IMPACT program helps to improve students' social skills by making them socialize and

make it feel normal" (Participant S74). Another student added that "It helps people communicate better with each other" (Participant S50). Students frequently mentioned kindness, respect, and empathy as the outcomes of the CSC program. Accordingly, one student stated that "It (the CSC program) teaches everyone how to talk with respect and it teaches everyone to be kind" (Participant S48) and another student mentioned that "It (the CSC program) helps us build empathy" (Participant S100).

The friendship theme included codes such as: getting to know each other, meeting new people, and creating friendships. One student wrote that "We are able to socialize with a new group of students and are realizing that we are a lot more alike than different" (Participant S106) and another student stated that "I think it has helped me because I'm a new student, so I didn't know anyone until IMPACT started. IMPACT also helps me understand other people and open up my heart to get to know them" (Participant S20). Another student added that "During the beginning of the year, I learned other kids names quicker than I ever had. I learn to talk with different students and it has allowed me to make new friends" (Participant S121).

The final theme was confidence and included the codes of shyness, public speaking, and comfort zone. Many students shared that the CSC program helped to build their confidence. One student wrote that "Talking to a small group of people instead of a large one can slowly enhance someone's confidence" (Participant S28) and another student stated "If they [other students] are shy, IMPACT will bring them out of their shells" (Participant S107). Another student noted that "It makes them [students] more confident in themselves" (Participant S61).

Finally, there were also students who wrote that the CSC program did not improve their social skills. One student stated "The IMPACT program does not improve students' social skills, normally because students' social skills are already high" (Participant S64) and another student

stated that “No, because when we are forced to be "friends" for a week, it actually just makes it more uncomfortable to talk to people we do not know properly” (Participant S102). Another student added, “It doesn't; it is a waste of time” (Participants S62).

What is the value of the CSC program to students. Thematic analysis of the open-ended Student Survey items related to the value of IMPACT program revealed themes of interpersonal skills, caring community, friendship, relieving stress, and not helpful.

The first theme of interpersonal skills was most frequently mentioned response by students. A student stated that “IMPACT teaches me to communicate with people better and in an easier way” (Participant S28). Another student wrote that “It [IMPACT] teaches me how to interact with other people” (Participant S20). Another student mentioned that “It allows me to interact with other people in a kinder, more polite way” (Participant 122).

Students also emphasized the value of the CSC program on creating a caring community. One student wrote that “IMPACT is a great way for people to create a friendlier and kinder environment” (Participant S89) and another student stated that “[the CSC program] helps us to build a better community” (Participant S50). Another student noted that “[the CSC program] helps to create friends and a good school environment” (Participant S95).

The analysis revealed friendship as another major theme. One student wrote that “The most important thing IMPACT has allowed me to do, is allowing me to make friends in a new school. So far, I have made many friends through IMPACT” (Participant S121) and another student stated that “The value of this program to me is that it helps you gain information about different people that you didn't know” (Participant S70). Another student noted that “To me, the IMPACT program is very valuable because it can improve your social skills, and help you get to know other people. It helped me find my friend group I have now” (Participant S20).

Reliving stress was another theme that emerged from student responses. A student noted that "IMPACT allows me to forget about the stress that I am facing in school and just talk to my friends relieving me of this stress" (Participant S106) and another student mentioned that "It helps kids to deal with a lot of stress and helps kids when they are going through hard times" (Participant S89).

Finally, although many students found the CSC program valuable for different reasons and one student even stated that "The value of it [the CSC program] is like time, it can't be replaced" (Participant S68), there were also students who thought the CSC program was not helpful. One student wrote that "I really wouldn't care if it [the CSC program] isn't a class" (Participant S1) and another student stated that "It [the CSC program] has zero value in my view" (Participant S9).

Changes in social skills by gender. To determine the extent students' social skills moderated by students' gender, the researcher conducted paired sample *t* test in SPSS using Individual Student Assessments Records for female and male students separately. The results of the teachers' perception of students' Self-Management Skills, Interpersonal Skills, and Executive Function Skills were higher for female students than male students during both surveys (see Table 5.5 and Table 5.6). Specifically, the mean scores of Self-Management Skills were 12.04 and 12.10 for female students and 10.51 and 10.30 for male students, the mean scores of Interpersonal Skills were 8.85 and 8.73 for female students and 7.51 and 7.47 for male students, and the mean scores of Executive Function Skills were 9.82 and 9.97 for female students and 8.70 and 8.27 for male students.

Table 5.5

Mean (SD) and Paired Sample T *Test of the Individual Student Assessment Records: Females*

	Survey One $n = 89$		Survey Two $n = 89$		Paired Sample t test	
	M	*SD*	*M*	*SD*	*t*	*p*
Self-Management skills	12.04	2.69	12.10	2.34	-.252	.802
Interpersonal Skills	8.85	2.00	8.73	1.82	.713	.478
Executive Functions Skills	9.82	3.07	9.97	2.42	-.641	.523

Table 5.6

Mean (SD) and Paired Sample T *Test of the Individual Student Assessment Records: Male*

	Survey One $n = 112$		Survey Two $n = 112$		Paired Sample t test	
	M	*SD*	*M*	*SD*	*t*	*p*
Self-Management Skills	10.51	3.17	10.30	3.24	.703	.483
Interpersonal Skills	7.51	2.41	7.47	2.31	.157	.875
Executive Functions Skills	8.70	3.33	8.27	2.94	1.509	.134

The results of the analysis for female students showed some slight increase in teachers' perception of students' Self-Management Skills and Executive Function Skills and some slight decrease in students' Interpersonal Skills. However, the analysis revealed no significant findings. The results of the analysis for male students showed some slight decrease in teachers' perception of students' Self-Management Skills, Interpersonal Skills, and Executive Function Skills. However, the analysis revealed no significant findings.

Summary of changes in students' social skills. In summary, the quantitative results of Individual Student Assessment Records, School Climate Survey–Teacher, and Student Survey revealed that a majority or at least two-thirds of the students and teachers rated the CSC program's effect on social skills positively. Overall, the quantitative results for teacher surveys showed some high ratings or increasing perceptions for some items such as Student Seems to be Making Friends and Students Respect One Another's Differences and some low or decreasing perceptions for items such as Spontaneously Apologized or Tried to Make for Behavior Mistakes from first surveys to the second surveys. The quantitative results for the Student Survey showed

slights decreases in all items from the first survey to the second survey. However, teachers' perception of students' social skills in Individual Student Assessment Records did not reveal significant findings.

The analysis of the three open-ended items in the Student Survey revealed many positive outcomes of the CSC program on students' social skills from the perspective of students. These positive findings are predominantly related to interpersonal skills and self-management skills. Qualitative findings brought insights into the CSC program's effect on students' social skills such as social awareness, friendship, confidence, relieving stress, and building a caring community. The qualitative results also showed that although majority of students had positive opinions about the program, there were also some students who thought that the CSC program was not helpful and unnecessary.

Summary of changes in students' social skills by gender. The results of the teachers' perception of students' Self-Management Skills, Interpersonal Skills, and Executive Function Skills were higher for female students than male students during both surveys. However, none of these three skills had a significant change from first survey to the second survey for either male or female students.

Change in Students' Classroom Misbehavior

To answer the second outcome question regarding classroom misbehavior, the researcher compared student discipline records for the first semester of the 2018-2019 school year and the first semester of the 2019-2020 school year. Only the 112 students who were enrolled in both semesters were included in the analysis.

The descriptive analysis of this quantitative data revealed that there were more misbehaviors (159) during the first semester of the 2019-2020 school year compared to the

misbehaviors (63) during the first semester of the 2018-2019 school year (see Table 5.7). This increase in misbehavior incidents were observed in every category with the exception of the Inappropriate Language/Material category. The highest increases were observed in the category of Classroom Disruption from 12 to 62 misbehaviors and in the category of Failure to Follow Directions from 13 to 45 misbehaviors.

Table 5.7

Student Disciplinary Records for the First Semester of 2018-2019 and 2019-2020 School Years

	Female Students $n = 50$		Male Students $n = 62$		All Students $n = 112$	
Misbehavior	2018 Fall	2019 Fall	2018 Fall	2019 Fall	2018 Fall	2019 Fall
Behavior That Puts Safety at Risk	0	0	3	5	3	5
Classroom Disruption	1	8	11	53	12	61
Disrespectful or Rude Behavior	1	3	1	3	2	6
Failure to Follow Directions	2	17	11	28	13	45
Horseplay	0	0	4	6	4	6
Inappropriate Language/Materials	0	1	2	0	2	1
Inappropriate Use of Technology	0	8	21	19	21	27
Unprepared for Class	0	5	6	3	6	8
Total Number of Misbehaviors	4	42	59	117	63	159

The researcher also analyzed the items related to student misbehavior in School Climate Survey–Teacher and Student Survey. The results revealed a decreasing positive perception from first survey to the second survey for both surveys. Specifically, for the ratings of 4 and 5 (*Agree*) teachers' perception reduced for "I feel satisfied with the way my students treat one another item" from 75% to 42%, "I feel satisfied with the way my students follow classroom norms and procedures" from 67% to 58%, and "I feel satisfied with the way my students follow school rules and procedures" from 67% to 58%. Similarly, the for the ratings of *agree a little* and *agree a lot* students' perception reduced for "I care about my classmates" from 86% to 77%, "My classmates cares about me" from 61% to 49%, "Student treat one another with kindness in our

school" from 61% to 51%, and "Students treat adults respectfully in our school" from 67% to 53%.

Changes in classroom misbehavior by gender. To determine the extent classroom misbehavior is moderated by the gender, the researcher also included gender of students in the descriptive analysis of student disciplinary records (see Table 5.2). There were 50 female students and 62 male students in the student disciplinary record secondary data. The descriptive analysis of disciplinary records revealed that male students had a higher number of total misbehaviors (176) than female students (46) during the first semester of both school years. Additionally, the descriptive analysis showed that female students had no misbehavior in the categories of Horseplay and Behavior That Puts Safety at Risk during both school years.

The rate of increase in the total number of misbehaviors, however, was higher for female students than male students. The total number of misbehaviors during the first semester of 2018-2019 school year and 2019-2020 school year were 4 and 42 for female students and 59 and 117 for male students, respectively. This indicates more than a 1,000% increase in misbehavior for female students in comparison to an approximately 100% increase for male students. The analysis of the student discipline records based on grade levels revealed that both female and male students in sixth grade had less misbehavior compared to female and male students in seventh and eighth grade during the first semester of the 2019-2020 school year (see Table 5.8).

Table 5.8

Student Disciplinary Records for the First Semester of 2019-2020 School Year Based on Gender

	Female Students			Male Students		
	n = 39	*n* = 27	*n* = 24	*n* = 41	*n* = 44	*n* = 36
Misbehavior	6th	7th	8th	6th	7th	8th
Behavior That Puts Safety at Risk	0	0	0	2	3	2
Classroom Disruption	10	8	0	12	44	28

	Female Students			Male Students		
	n = 39	*n* = 27	*n* = 24	*n* = 41	*n* = 44	*n* = 36
Misbehavior	6th	7th	8th	6th	7th	8th
Disrespectful or Rude Behavior	0	2	1	6	3	5
Failure to Follow Directions	5	8	9	9	14	24
Horseplay		0	0	1	4	3
Inappropriate Language/Materials		0	1	0	0	0
Inappropriate Use of Technology	0	7	1	12	12	17
Unprepared for Class	0	3	2	1	4	0
Total Number of Misbehaviors	15	35	22	49	91	87

Additionally, the analysis revealed that, although there was no decrease in the number of misbehaviors in any category for female students from 2018-2019 school year to 2019-2020 school year, misbehaviors decreased for male students from 2 to 0 in Inappropriate Language/Materials, from 21 to 19 in Inappropriate Use Of Technology, and from 6 to 3 in Unprepared For Class. These results show some more positive outcomes of the CSC program on behavior for male students compared to female students.

Conclusions

The purpose of this study was to determine the changes in students' social skills and misbehavior rates after the daily implementation of the CSC program. This section covers summative conclusions related to the process and outcome questions in this study.

The first process question sought to determine the adherence, dose, and participant responsiveness aspects of implementation fidelity. The analysis revealed that large majority of teachers followed the script strictly, almost exactly, or for the most part; a large majority of teachers implemented the CSC program for 20 minutes; and a large majority of teachers were present for all professional learning sessions. Therefore, it can be concluded that this study had high implementation fidelity.

The second question was about implementation supports and barriers. The analysis revealed multiple implementation support and barriers. Specifically, implementation supports

were program components, supplementary adults, and trusting environment and implementation barriers were students' attitudes and believes, the scripted nature of the program, and the challenges to meet individual students' needs.

The third question was about the alignment of professional learning with professional learning activities. The analysis of the responses revealed that five of the seven effective professional development practices shared by Darling-Hammond et al. (2017) were in alignment with this implementation: being content-focused, supporting collaboration, providing coach and expert support, offering feedback and reflection, and sustained duration.

The first outcome question sought to answer the extent to which the CSC program changed students' social skills. The quantitative results revealed a high perception of students' social skills with some positive and negative changes in teachers' perception and some slight decline in students' perception from the first survey to the second survey. The results of the qualitative data showed a high perception among students for the CSC program related to interpersonal skills, self-management skills, social awareness, friendship, confidence, relieving stress, and building a caring community. The sub-question about students' social skills by gender revealed that teachers had a higher perception of skills for female students.

Finally, the last question sought the answer the extent to which the CSC program changed students' misbehavior rates. The analysis revealed an increase in the misbehavior rates after the implementation of the CSC program, which were predominantly by male students. Interestingly, after the implementation of the CSC program, the rate of increase in misbehaviors was much higher for female students than male students. Additionally, there were some decreases in misbehaviors for male students in the categories of Inappropriate Language/Materials, Inappropriate Use of Technology, and Unprepared for Class.

Discussion

This section will discuss the findings to enhance the understanding of the effectiveness of the CSC program in changing students' social skills and misbehaviors and is organized by research questions.

Fidelity of Implementation

A large majority of teachers followed the scripts precisely and covered the full content of the lesson with their students. Having a script as well as weekly professional learning sessions supported teachers' implementation efforts, but adhering to the program script closely also caused some challenges for teachers during implementation. Some of these challenges led to teachers not following some parts of the script.

For example, one of these challenges was the daily greeting activity. Some students did not like greeting activity at the beginning of each class. One student mentioned that "The greetings. I despise them. I get the point of it, but I don't get the fact why we have to find an adjective that describes us that happens to start with the first letter of our name" (Participant S108) and another student stated that "I don't like that sometimes the IMPACT program makes us do some very simple things like greetings etc." (Participant S53). It is important to note that many students also liked the greeting activity. Because the greeting was a daily activity as part of the script, teachers were expected to do it regardless of whether their students liked it. Teachers were encouraged, however, to keep the greetings short based the on the recommendation of the outside expert. However, the greeting activity was still a challenge for teachers. Therefore, some teachers did not implement it consistently as scripted in the program. One of the teachers stated that "One of the students questioned why we are greeting every day because we have already known each other for two years" (Participant

T6) and another teacher mentioned that “The only time I deviate from the script now is to do a quick greeting at the beginning or not at all if the activity is complex” (Participant T12).

Another challenge for teachers as they tried to adhere to the program script was that sometimes the script was not adequate to facilitate a relevant and engaging lesson. Therefore, sometimes some teachers did not follow the script as it is and came up with different ways to make it more relevant and engaging for students. One reason this may have been challenging is that teachers had not followed a fully scripted program in this school before. Additionally, as part of their regular duties, all classroom teachers collaborated during two different professional learning sessions each week. Teachers used their prior experiences along with multiple resources to co-create engaging lessons to meet the needs of their students. This may have contributed to teachers making changes to the CSC lessons prior to implementation. However, teachers also appreciated that the CSC program was ready to use, and it did not create too much additional workload for them.

The researcher found a lower rating (50%) for the Use Of Discussion Prompts during the first observation of the CSC lessons, which increased to 92% during the second visit. Perhaps this is because when the outside expert conducted the mock lesson study in October and had a meeting with teachers in each grade level afterward, she emphasized the importance of the use of discussion prompts for the effectiveness of the program.

Part of the CSC program expectation was for students to sit in circles to see each other's faces and easily interact with the rest of the class. However, it was noted during observations that students in almost half of the classrooms did not sit in a circle. When meeting with the outside expert, teachers shared two main reasons for not sitting in a circle. The first reason teachers gave was the physical difficulty of arranging students in a circle

within a small classroom. The outside expert recommended having some circular seating arrangement, even if it was not a perfect circle. The second reason teachers gave was the time it took them to rearrange chairs and then change them back to their regular positions. The outside expert suggested that this could be students' duties, and they could quickly do it during each class time., the outside expert emphasized that creating a circular seating arrangement allows students to interact and learn from all students in the environment, which aligns with Bandura's (1986) focus on the environment as well as others in one's own learning.

The findings related to the scripted nature of the program leading to some challenges in implementation is in alignment with the literature. A study of another SEL program called Second Step (Low, Smolkowkski, & Cook, 2016) revealed that the less scripted parts of the program had higher adoption by the program teachers. However, even though there were some concerns about the scripted nature of the program, overall, there was still a high implementation fidelity for adherence and dose during the implementation of the CSC program.

Implementation Supports and Barriers

The collaboration among the teachers mainly occurred during professional learning sessions. However, even though only one teacher mentioned Slack in the open-ended responses, the use of a supplementary online communication program called Slack might have contributed to collaboration among teachers as well. The CSC teachers, program coordinator, and school administrators regularly communicated in the IMPACT channel of the Slack program. This regular communication included reminders, clarification questions, sharing of classroom experiences, and reflections from different CSC teachers. Because

teachers in this context have used Slack for approximately 3 years and it is part of the established school culture and norms, teachers may not have seen the need to mention the use of Slack as a support for communication and collaboration.

The theme related to supplementary adults showed the importance of the program coordinator and the outside expert for the success of the program. Having weekly professional learning sessions and an outside expert, however, are not a scripted part of the CSC program. As stated by Learning Forward (2011) standards, professional learning that increases educator effectiveness requires human, fiscal, and time resources. Therefore, the school administration made the decision to implement a comprehensive professional development program that includes program introduction, weekly sessions, and mock lesson study to support the teacher buy-in and to implement the program successfully. Accordingly, the school administration purchased a professional service from the outside expert to assist with professional learning for the duration of the program.

The trusting environment theme was also an important support for the success of the program. For example, one student wrote that "In IMPACT, we can just talk about what's happening and how we're feeling. That opportunity doesn't present itself in other classes!" Even though this is a great opportunity for students to improve their social skills, it is not something that all students feel comfortable with immediately. Therefore, teachers had to be patient to create a trusting environment where students feel comfortable sharing their feelings. The responses to open-ended questions showed that students felt more comfortable sharing their feelings and emotions after approximately the first 5 or 6 weeks of the program, and these feelings of trust increased over the course of the semester.

Besides the scripted nature of the program, teachers also mentioned students' attitudes and beliefs for the CSC program as a barrier. Teachers mentioned that students did not have the same vision for the program and did not take the program seriously. The student population mainly included advanced and gifted students who take their academic success very seriously. In the last accreditation visit of the school, however, the external visitors observed the need to balance IQ and EQ [emotional intelligence] development in the school and wrote this as an improvement goal for the school. Perhaps due to the students' overemphasis on academic success, as well as the novelty of teaching social and emotional skills at this school, students might not have understood the importance of the program for their overall development. Specifically, the attitudes and beliefs of some eighth-grade students were negative towards the program.

Alignment with Effective Professional Learning Practices

In the current setting, there was already an established culture for teachers to have daily 35-minute sessions professional learning sessions specific to, for example, instructional practices or instructional technologies. This already-established practice is in alignment with many effective professional learning practices, such as ongoing professional learning with common time, collaboration, and sustained duration. During the last accreditation visit, the external visitors commended the school for its effective professional learning practices. This culture for effective professional learning provided a space to include 35-minute professional learning sessions specific to the implementation of the CSC program. Different from other established professional learning sessions, the school administration paid for consulting services from an outside expert, which is also in alignment with effective professional learning practices shared by Darling-Hammond et al. (2017). In schools that do not have a similar culture and expectations,

teachers might resist an additional weekly 35-minute professional learning session for the implementation of any new program.

Changes in Students' Social Skills

Overall, the quantitative results showed that in most cases two thirds, or at least a majority of the teachers, rated the social skills of students positively and qualitative results complemented these results by revealing some positive effects of the CSC program on students' social skills.

However, the results of the quantitative surveys also revealed that there was a slight but not significant decline in the results of the second surveys compared to the first surveys. First, the field notes indicated that the last week of school was a bit more chaotic than regular school weeks due to end of year activities and classroom parties. This time with decreased instructional focus and increased student socialization might have played a role in teacher's reduced perception of students' social skills. Second, the duration between the two surveys might have played a role in these results. The first and second surveys were not pre- and post-surveys because teachers would not be able to rate students' social skills before they got familiar with them. Therefore, as recommended by the program, the first survey was after the first ten weeks of the program, and the second survey was at the end of the semester during the eighteenth week. Perhaps, the duration between the two surveys was not adequate to make a fair evaluation of the program.

Conversely, the qualitative results revealed that, in alignment with Bandura's (1986) social cognitive theory, a large majority of students had a positive perception of the CSC program's effect on students' social skills and as well as the school environment. According to Bandura (1986), individuals learn how to successfully demonstrate a behavior through the

observation of the successful demonstration of that behavior in the environment. The CSC program included many successful demonstrations of the appropriate behaviors for different situations to allow students to learn from them and apply in their lives. Accordingly, students' responses revealed the positive outcomes of the CSC program on students' social skills, including interpersonal skills, self-management skills, social awareness, friendship, confidence, relieving stress, and building a caring community. These positive contributions of the CSC program are also in alignment with the findings (e.g., Durlak et al., 2011) regarding social emotional learning programs helping to increase students' abilities to manage their emotions and developing better attitudes about themselves and others.

It is also important to note that the qualitative data from the School Climate Survey–Teacher and Student Survey revealed a negative perception of the CSC program, particularly for some students in higher grades. For example, one student stated that "some activities that don't really help us because we know these things. I am in eighth grade and I'm sure we all know how to shake hands with someone" (Participant S19) and another student in 8th grade mentioned that "I don't like something that I believe is meant for younger kids." (Participant S53). Similarly, one of the teachers noted that "Since I have 8th graders, some of them don't take CSC seriously" (Participant T4). The descriptive analysis of the School Climate Survey–Teacher based on student grades also revealed an increasingly negative perception of teachers for students in higher grade levels. The average score of all items in the School Climate Survey–Teacher was 4.40 for the first survey and 4.38 for the second survey in sixth grade, 3.95 for the first survey and 3.90 for the second survey in seventh grade, and 3.77 for the first survey and 3.65 for the second survey in eighth grade. One possible explanation for these differences is that, generally, students who have just graduated from elementary school know

that their middle school program will be different from their elementary school program but eighth-grade students would not have expected to have a new daily 20-minute SEL class after spending two years in the middle school.

The qualitative results however, indicated positive outcomes of the CSC program on students' social skills. Interestingly, these skills were mainly related to Interpersonal Skills (e.g., respect, kindness) and Self-Management Skills (e.g., conflict resolution, considering the consequences of actions) rather than the skills related to Executive Functions Skills. Perhaps this is because the predetermined topics for the first ten weeks, as well as the topics selected for the remaining eight weeks, were mainly related to interpersonal skills and self-management skills. If topics related to executive function skills (e.g., homework, planning a celebration) had been selected, there might have been more positive perceptions of Executive Functions Skills, as well.

Changes in students' social skills by gender. The results of the Individual Student Assessment Records revealed that teachers had a higher perception of female students' social skills than male students for Self-Management Skills, Interpersonal Skills, and Executive Function Skills. This finding is in alignment with the literature indicating that female students score higher on responsiveness, empathy, and emotional regulation compared to male students (Anme et al., 2010). Similarly, female students are more likely to be rated higher for their social skills compared to male students by teachers and parents (Abdi, 2010). After the implementation of the CSC program, there were increases in the means scores of female students' Self-Management Skills and Executive Function Skills and a decrease in Interpersonal Skills from the first survey to the second survey. However, none of these findings were significant.

Changes in Students' Misbehavior Rates

The analysis of the secondary data regarding student discipline records from school revealed that students had much more misbehavior during the implementation of the CSC program. Based on the field notes of the researcher, it is likely that these results were affected by the change in the personnel for the Assistant Principal of Discipline position after the school year began during the first semester of the 2018-2019 school year. One possible explanation is that perhaps teachers noticed the new Assistant Principal of Discipline assigned more significant consequences for student misbehavior, which may have led teachers to report more student misbehaviors.

Additionally, the analysis of the open-ended items related to student misbehavior in the Teacher Climate Survey and Student Survey also showed an increasing perception of student misbehavior. As explained earlier, these increases in the perceptions of students and teachers for student misbehavior might be because the second surveys were administered during the last week of the semester when students tend to misbehave due to less structured and less academically focused nature of the last week of the semester. There is no other data in the other surveys or in the field notes indicating an increase in student misbehavior compared to the previous year. This will be further discussed under the limitations of the study.

The results of misbehavior rates based on gender revealed that male students had much more misbehavior than female students. This is in alignment with the literature indicating more misbehavior for male students than female students (Arbuckle & Little, 2004; Beaman, Wheldall, & Kemp, 2006; Servoss, 2014).

Conversely, there were also some mixed results in relation to genders with the implementation of the CSC program. For example, even though there was much more

misbehavior for male students during the year in which the CSC program was implemented, the rate of increase in misbehavior was much higher for female students than male students. Although the number of misbehaviors for male students was approximately twice the size of misbehavior from the previous year, the number of misbehaviors for female students was approximately ten times higher than the previous year. Such a huge increase is unexpected and not supported by any data in the research other than student disciplinary records. Again, this huge change might be related to the changes in personnel for the Assistant Principal of Discipline position.

Limitations

This section covers the limitation of this research including the change in the Assistant Principal of Discipline position, the selection of instruments for the research design, the timing of the first and second surveys, absence of a control group, the characteristics of the school, the magnification of teachers' awareness of student infractions, and teachers' personal investment in the program.

During the 2018–2019 school year, there was a change in personnel for the Assistant Principal of Discipline position after the school year began. Usually, it takes some time for a new administrator to understand current practices and apply them. It is likely that any new administrator will bring about changes in practice and interpretation of procedures. This might explain the huge increases in the recording of classroom misbehaviors from the 2018–2019 school year to the 2019–2020 school year.

This change in the assistant principal role also relates to the limitation about the selection of instruments for research design because the only instrument to measure student misbehavior rates was the student disciplinary records. The use of multiple data sources to

measure classroom misbehavior would have helped with the trustworthiness of this data and possibility mitigated the impact of the change in the assistant principal role.

Another limitation was the timing of the first and second intervention surveys. First of all, these surveys were not exactly completed pre- and post-intervention. Instead, because the CSC teachers did not know the CSC students before, first surveys were conducted after the first ten weeks as recommended by the CSC program, and the second surveys were administered at the end of the semester. There were about two months between these surveys. This short duration might not have allowed producing a significant change in results. Secondly, the field notes from the final week, which preceded winter break, showed a more chaotic time with many school events and class parties rather than typical instructional activities. The atmosphere and schedule disruption might have affected student behaviors and accordingly, the rating of teachers on the surveys.

The timing of the surveys and as well as the limitation with the changing personnel in the Assistant Principal of Discipline position could be less of an issue if there were a control group. Therefore, the absence of the control group led to another limitation for this research study (Rossi, Lipsey, & Freeman, 2004).

Another limitation was the characteristics of the school. This study took place in a private school that mainly serves advanced and gifted students with small class sizes and, therefore, the findings may not be generalizable to other student populations and learning environments. This possibly constituted an interaction of causal relationship with units and can be a threat to external validity (Shadish, Cook, & Campbell, 2002).

The magnification of teachers' awareness of student SEL and infractions likely led to another limitation for this study. Teachers' awareness of, and attention to, appropriate social

skills may have increased due to the content of the CSC program, which may have increased expectations teachers had for their students' behaviors. Accordingly, teachers might have noticed and reported more student infractions during the intervention period.

Similarly, the final limitation was another external threat to validity based on the personal investment of teachers in the program. In this study, all stakeholders, including teachers, were interested in finding ways to support students' SEL, as evidenced in the school improvement plan and anecdotal feedback, leading one to surmise that support of the program by stakeholders would inherently increase implementation fidelity of that program. This is not to imply that one should not implement a program without complete support by stakeholders (e.g., teachers and students). A relevant quotation by an anonymous source is: *We cannot force someone to hear a message they are not ready to receive. But we must never underestimate the power of planting a seed.*

Implications for Research

There are six main implications for research including grade level perceptions of the CSC program, a randomized control group, subject area integration of the CSC program, debriefing about individual students, use of Slack communication platform, supporting teachers and students with writing prompt activities, understanding decision-making processes undertaken to change the scripts, and the mixed results related to gender.

This study showed that students and teachers in sixth grade had a higher positive perception of the program than in eighth grade. A follow-up study with the students who experienced the program in sixth grade during the next two years as they advance to eighth grade might provide a better understanding of the program's effectiveness for eighth-grade students. Additionally, further research with a focus on identifying grade level-specific

supports and barriers of the CSC implementation might better explain differing perspectives in upper grades.

This study was conducted in the middle school section of a high performing suburban school consisting of an economically advantaged student population. Since the CSC program was implemented with all students in this middle school, the study design did not include a control group from the current school year. Instead, students' misbehaviors were compared to the misbehaviors of the same students from the previous year in the same school. However, this led to some earlier mentioned limitations such as the change in Assistant Principal of Discipline position and its possible effect on the recording of discipline data. The inclusion of a randomized control group in a similar context might be helpful for the evaluation of the CSC program (Creswell & Plano Clark, 2018).

The main components of the CSC implementation in this study were the daily 20-minute CSC program and the professional development sessions. Since this was the first year of implementation in this school, the CSC program subject area integration books for different subjects such as math and science were distributed to teachers teaching those subjects to use in their subject classes, however, the use of these books in subject classes was not closely followed. In alignment with Bandura's (1986) social cognitive theory, the use of CSC program subject area integration books by all subject teachers in their classes could potentially contribute to the environment and in return to the behavior of students.

Several teachers mentioned the need for a focus to meet the need of individual students as part of the professional learning sessions. Perhaps weekly professional learning sessions could include time to brainstorm how to support particular students that may be having difficulty throughout the school day. Having dedicated time set aside for such

debriefing sessions could make others aware of students with personal issues that may have otherwise gone unnoticed.

During the implementation, teachers used the online Slack communication platform for their regular communication and collaboration for the CSC program along with the weekly professional learning sessions. As an item of future research, Slack data could be analyzed to see the frequency of use and the types of uses such as complaining versus asking for help. Teachers could also be asked about their perceptions of Slack as a support for the implementation of a schoolwide SEL program.

Teachers frequently mentioned concerns about writing prompts being too short and not engaging for students to reflect and write for an extended time, which limited the amount of time for teachers to have their one-on-one student conferences. Therefore, some teachers changed writing prompts to make it more relevant, engaging, and lengthy for students. Further research on how to help teachers to develop engaging writing prompts and to assist their students to reflect on them will be helpful, especially for this particular student body that is hyper-focused on academics.

Although sixth-grade teachers generally adhered to the program script, seventh and eighth-grade teachers modified the program script. Further research to study teachers' decision-making processes to alter the program script and determine the reasons behind their decisions will be helpful for the future implementation fidelity of the scripted program.

Finally, the analysis revealed some mixed results about program's effectiveness for different genders. For example, overall, the results of the CSC implementation showed slight but not significant increases in the social skills of female students compared to male students. However, unexpectedly, female students' misbehavior rates were increased at a much higher

rate than male students during the implementation. Perhaps, this is due to the change in Assistant Principal of Discipline position. Further research between social skills and misbehavior rates based on gender could enhance the findings of this study.

Implications for Practice

There are six implications of the study for practice: flexibility with adherence to script, a common time for collaboration, time of professional learning sessions, having a program coordinator, and preparation of the required program materials, schools with high transiency rates.

The scripted nature of the program created some issues during implementation, such as teachers' perceptions that the content was inadequate or irrelevant. Accordingly, some teachers modified the script to meet the needs of their students. Therefore, collaboratively reviewing and revising the content for each week ahead of time based on students' needs and characteristics might increase the effectiveness of each advisory lessons in other contexts. Perhaps modifying the script would also appeal to eighth-grade students since they found the program to be childish for their grade level.

Another implication for practice is related to having a common time for collaboration. The analysis revealed teachers' appreciation of weekly collaborative professional learning sessions to prepare for and reflect on their classes. Creating a common time for teachers to regularly meet and collaborate on the program will be helpful for program implementation (Learning Forward, 2011; Darling-Hammond et al., 2017). However, the time of these collaborative professional learning sessions is also important and constitutes another implication for practice. The analysis of participant responsiveness for professional learning sessions revealed that approximately 25% of the teachers were late to these session since

these sessions started at 7:20 am in the early morning, and it was the first activity of the day for the teachers. Perhaps, if the timing of this activity was in the afternoon, the rate of late attendances to the professional learning sessions could be reduced.

Teachers in this study frequently mentioned their appreciation with the support they received from the guidance counselor. The guidance counselor acted as a program coordinator and was instrumental in ensuring smooth implementation of professional learning sessions and as well as the daily implementation of the intervention (Darling-Hammond et al., 2017). Therefore, assigning a program coordinator for the implementation of this program is expected to be helpful to schools in other contexts as well.

Having a program coordinator also helped with the final implication for practice about the preparation of the required program materials. In this study, the teachers who taught the CSC program were teaching it beside their regular subject classes. Therefore, this program was an additional load on their schedules. Preparation of the required program materials for teachers by program coordinator during weekly professional learning sessions eased teacher's workload as they prepared for the implementation of the program each week. This requires good use of resources within different contexts for the purposes of professional learning (Learning Forward, 2011). For example, within the contexts where there is no program coordinator, perhaps student office aids or parent volunteers could be trained to help with the preparation of the required program materials.

New friendship was one of the most frequently mentioned positive outcomes of the CSC program in this study. Many students that were new to this school mentioned that the CSC program was helpful to them in making friends in a new school. The CSC or similar SEL program, might be particularly helpful in schools with high transiency rates such as the

Department of Defense Schools. Establishing schoolwide socially appropriate norms—norms that welcome others—could help students acclimate and even gain a sense of belonging more quickly.

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Appendix A

Needs Assessment Survey: SSCP-II

By completing this survey or questionnaire, you are consenting to be in the research study. Your participation is voluntary and you can stop at any time. Do you wish to continue?
(Yes, No)

School as a Caring Community Profile-II (SCCP-II; Lickona & Davidson, 2003)

Please select the appropriate choice that describes how frequently you observe the following behaviors. (*Almost never, Sometimes, As often as not, Frequently, Almost always*)

Q1 Students treat classmates with respect.
Q2 Students exclude those who are different (e.g., belong to a different race, religion, or culture).
Q3 Students try to comfort peers who have experienced sadness.
Q4 Students respect the personal property of others.
Q5 Students help each other, even if they are not friends.
Q6 When students do something hurtful, they try to make up for it (for example, they apologize or they do something nice).
Q7 Students show respect for school property (such as desks, walls, bathrooms, buildings, and grounds).
Q8 Students try to get other students to follow school rules.
Q9 Students behave respectfully toward all school staff (including secretaries and custodians).
Q10 Students work well together.
Q11 Students help to improve the school.
Q12 Students are disrespectful toward their teachers.
Q13 Students help new students feel accepted.
Q14 Students try to have a positive influence on the behavior of other students.
Q15 Students pick on other students.
Q16 Students are willing to forgive each other.
Q17 Students show poor sportsmanship.
Q18 Students are patient with each other.
Q19 Students resolve conflicts without fighting, insults, or threats.
Q20 Students are disrespectful toward their schoolmates.
Q21 Students listen to each other in class discussions.
Q22 When students see another student being picked on, they try to stop it.
Q23 Students refrain from put-downs (negative, hurtful comments).
Q24 Students share what they have with others.
Q25 Students are involved in helping to solve school problems.

Q26 Students can talk to their teachers about problems that are bothering them.
Q27 Parents show that they care about their child's education and school behavior.
Q28 Students are disrespectful toward their parents in the school environment.
Q29 Teachers go out of their way to help students who need extra help.
Q30 Teachers treat parents with respect.
Q31 In this school you can count on adults to try to make sure that students are safe.
Q32 Teachers are unfair in their treatment of students.
Q33 In this school parents treat other parents with respect.
Q34 Parents show respect for teachers.
Q35 In their interactions with students, teachers act in ways that demonstrate the character qualities the school is trying to teach.
Q36 In their interactions with students, all school staff (the principal, other administrators, counselors, coaches, custodians, and others) act in ways that demonstrate the character qualities the school is trying to teach.
Q37 In their interactions with children, parents display the character qualities the school is trying to teach.
Q38 Faculty and staff treat each other with respect (are caring, supportive, etc.).
Q39 Faculty and staff are involved in helping to make school decisions.
Q40 This school shows appreciation for the efforts of faculty and staff.
Q41 This school treats parents with respect.
Q42 Parents are actively involved in this school.

Teacher Sense of Efficacy Scale (Tschannen-Moran & Woolfolk Hoy, 2001)
Please respond to each of the questions by considering the combination of your *current* ability, resources, and opportunity to do each of the following in your present position. (1-*None at all*, 2, 3-*Very little*, 4, 5-*Some degree*, 6, 7-*Quite a bit*, 8, 9-*A Great Deal*)
Q43 How much can you do to get through to the most difficult students?
Q44 How much can you do to help your students think critically?
Q45 How much can you do to control disruptive behavior in the classroom?
Q46 How much can you do to motivate students who show low interest in school work?
Q47 To what extent can you make your expectations clear about student behavior?
Q48 How much can you do to get students to believe they can do well in school work?

Q49 How well can you respond to difficult questions from your students?
Q50 How well can you establish routines to keep activities running smoothly?
Q51 How much can you do to help your students value learning?
Q52 How much can you gauge student comprehension of what you have taught?
Q53 To what extent can you craft good questions for your students?
Q54 How much can you do to foster student creativity?
Q55 How much can you do to get children to follow classroom rules?
Q56 How much can you do to improve the understanding of a student who is failing?

Q57 How much can you do to calm a student who is disruptive or noisy?
Q58 How well can you establish a classroom management system with each group of students?
Q59 How much can you do to adjust your lessons to the proper level for individual students?
Q60 How much can you use a variety of assessment strategies?
Q61 How well can you keep a few problem students form ruining an entire lesson?
Q62 To what extent can you provide an alternative explanation or example when students are confused?
Q63 How well can you respond to defiant students?
Q64 How much can you assist families in helping their children do well in school?
Q65 How well can you implement alternative strategies in your classroom?
Q66 How well can you provide appropriate challenges for very capable students?

Q67 Describe a recent example of when it was difficult to control disruptive behavior.

Q68 Provide a recent example of how you helped students to follow classroom rules.

Q69 Give an example of a time when you helped your students value learning.

Demographics

Q70 What is your gender? (Male, Female)
Q71 What is your highest degree? (Bachelors, Masters, Doctorate)
Q72 What is your race? (White, African American, Hispanic, Asian, Other)
Q73 How many years of overall teaching experience do you have?
Q74 How many years of teaching experience do you have at this school?
Q75 What is your teacher certification field(s)?

Appendix B

Informed Consent for Needs Assessment

Approved February 27, 2018 Protocol Number: HIRB00006571

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Johns Hopkins University
Homewood Institutional Review Board (HIRB)

Informed Consent Form

Title:	Doctor of Education Needs Assessment for Research Methods and Systematic Inquiry I Course and Dissertation Research
Principal Investigator:	Dr. Camille Bryant, Associate Professor, JHU, SOE
Date:	February 27, 2018

PURPOSE OF RESEARCH STUDY:

The purpose of this research study is to examine an educational problem within an educational context to determine the salient factors contributing to this problem. The ultimate use of the data gathered will or may become part of the student researchers' dissertation research study.

PROCEDURES:

The student researcher will ask adult participants to complete educational surveys (10-15 minutes), participate in observations (45 minutes to 1 hour), interviews (45 minutes to 1 hour), and/or focus groups (45 minutes to 1 hour) to examine an educational problem within an educational context.

The student researcher will also collect pre-existing de-identified student educational data.

RISKS/DISCOMFORTS:

The risks associated with participation in this study are no greater than those encountered in daily life.

BENEFITS:

The research projects will help the student researcher to better understand the salient factors that are contributing to a problem within their educational organizations. This knowledge will help to develop informed interventions that will address these contributing factors.

VOLUNTARY PARTICIPATION AND RIGHT TO WITHDRAW:

Your participation in this study is entirely voluntary: You choose whether to participate. If you decide not to participate, there are no penalties, and you will not lose any benefits to which you would otherwise be entitled. If you choose to participate in the study, you can stop your participation at any time, without any penalty or loss of benefits. If you want to withdraw from

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the study, please email (student investigator name and JHU e-mail), Dr. Camille Bryant, at cbryan16@jhu.edu or Dr. Stephen Pape at stephen.pape@jhu.edu explicitly stating your intention.

If we learn any new information during the study that could affect whether you want to continue participating, we will discuss this information with you.

CIRCUMSTANCES THAT COULD LEAD US TO END YOUR PARTICIPATION:

There are circumstances for which the researcher may decide to end your participation before completing the study. If a you are no longer an employee within the organization, your participation within the study will be terminated.

CONFIDENTIALITY:

Any study records that identify you will be kept confidential to the extent possible by law. The records from your participation may be reviewed by people responsible for making sure that research is done properly, including members of the Johns Hopkins University Homewood Institutional Review Board and officials from government agencies such as the National Institutes of Health and the Office for Human Research Protections. All of these people are required to keep your identity confidential. Otherwise, records that identify you will be available only to people working on the study, unless you give permission for other people to see the records.

Surveys collected in electronic format will be stored on a password protected computer. All paper documents will be kept in a locked file that is only accessible to the student researcher. Finally, all files will be erased and paper documents shredded seven years after collection.

COMPENSATION:

You will not receive any payment or other compensation for participating in this study.

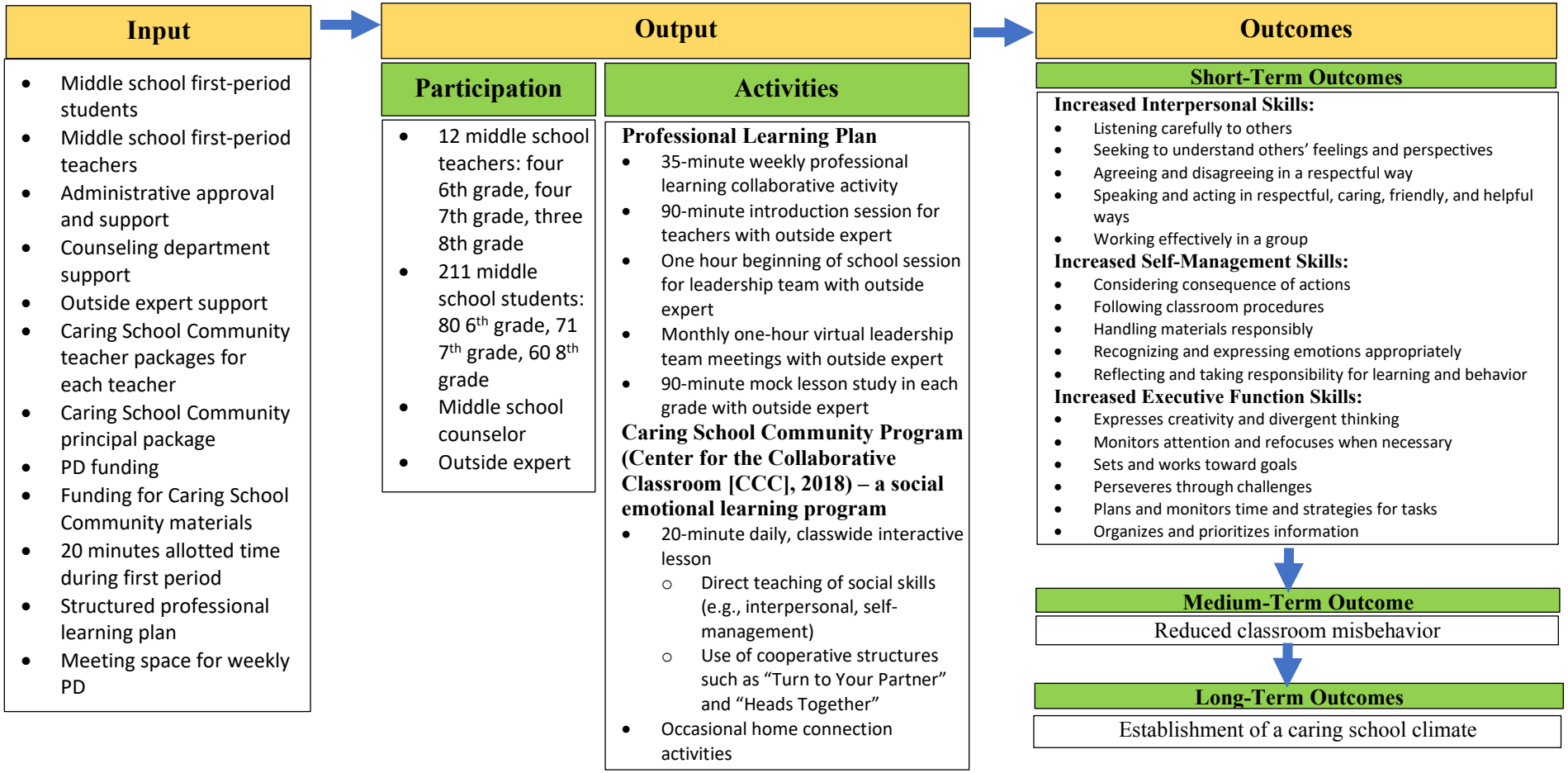
IF YOU HAVE QUESTIONS OR CONCERNS:

You can ask questions about this research study now or at any time during the study, by talking to the JHU faculty member working with you or by contacting (name and JHU email of student), Dr. Camille Bryant via e-mail at cbryan16@jhu.edu or Dr. Stephen Pape at stephen.pape@jhu.edu.

If you have questions about your rights as a research participant or feel that you have not been treated fairly, please call the Homewood Institutional Review Board at Johns Hopkins University at (410) 516-6580.

Appendix C

Logic Model



Situation

- There is a need to foster a caring school community to reduce classroom misbehavior in middle school.
- The second edition of the Caring School Community program will be implemented to improve prosocial skills and to reduce classroom misbehavior

Assumptions

- The school administrators and counselor team will continue to support this initiative.
- The outside expert will be effective in supporting implementation and overcoming implementation barriers
- Teachers will actively participate PD sessions
- Teachers will support the initiative and implement the intervention with fidelity.

External Factors

- Changes in school leadership and counseling team
- Resistance from faculty
- Teacher or student tardiness or absence
- Unforeseen circumstances that prevent teachers' attendance at professional learning sessions

Appendix D

Summary Matrix

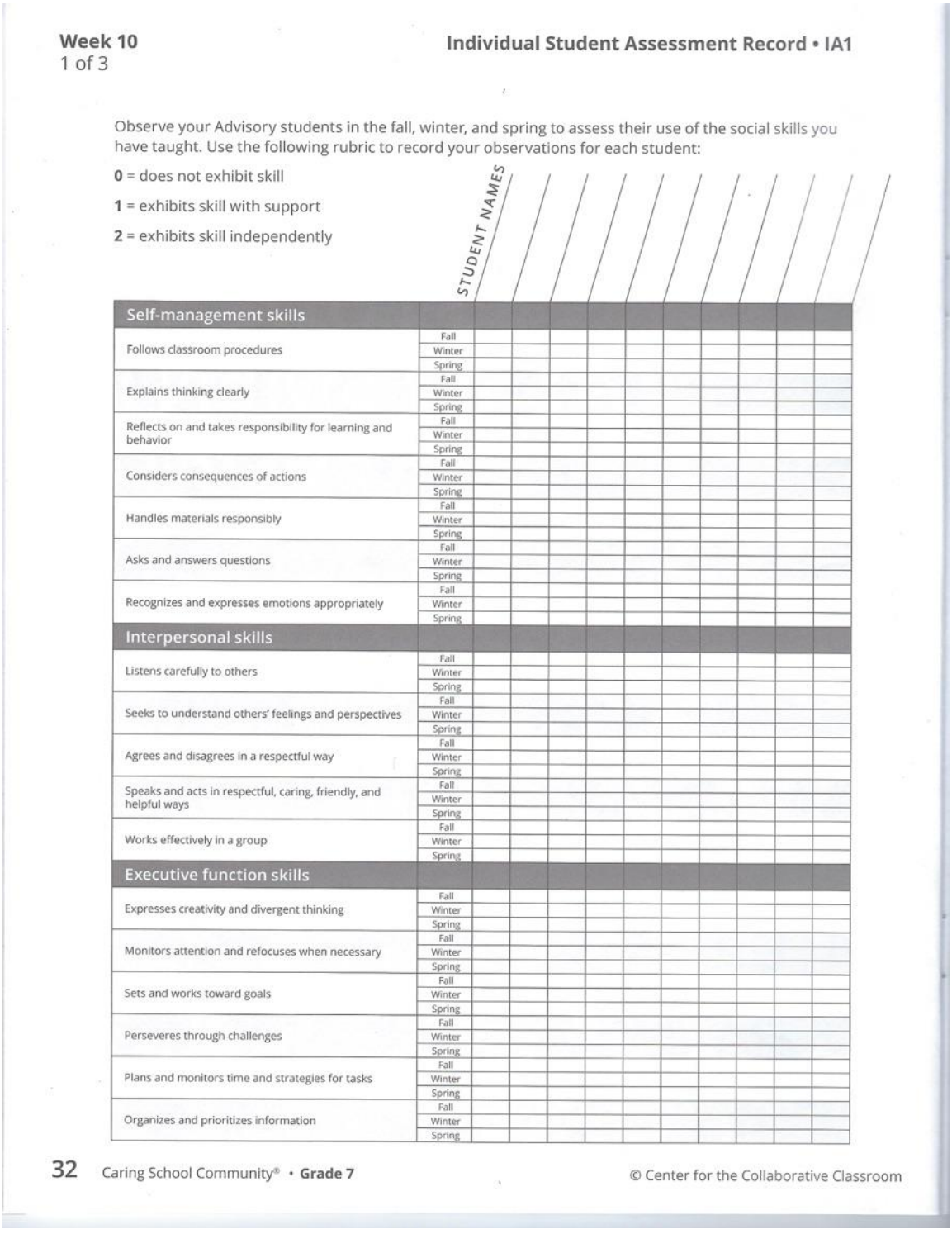
Research Question	Constructs	Measures or Instrumentation	Data Collection	Data Analysis
1. To what extent is the Caring School Community Program implemented as planned?	Implementation fidelity: adherence, dose, and participant responsiveness	Elements of Strong Implementation Observation Form (CCC, 2018)	September & December	Descriptive statistics
		Weekly Class Assessment Records (CCC, 2018)	Weekly	Descriptive statistics & theoretical thematic analysis (Braun & Clarke, 2006)
		Reflexive Journal	Throughout	Theoretical thematic analysis (Braun & Clarke, 2006)
		Attendance logs	Pre-, post-intervention, Weekly	Descriptive statistics
2. What do middle school teachers perceive as supports and barriers to Caring School Community program implementation?	Implementation supports, Implementation barriers	Elements of Strong Implementation Observation Form (CCC, 2018)	September & December	Descriptive statistics
		Weekly Class Assessment Records (CCC, 2018)	Weekly	Descriptive statistics & theoretical thematic analysis (Braun & Clarke, 2006)

3. How do the professional learning activities align with effective professional learning practices?	Implementation supports, Implementation barriers	Weekly Class Assessment Records (CCC, 2018)	Weekly	Theoretical thematic analysis (Braun & Clarke, 2006)
4. To what extent did the Caring School Community program change middle school students' social skills?	Self-management skills, Interpersonal skills, Executive function skills	Individual Student Assessment Records (CCC, 2018)	October & mid-December	*t* test
		School Climate Survey–Teacher (CCC, 2018)	October & mid-December	Descriptive Statistics
		Student Survey (CCC, 2018)	October & mid-December	Descriptive Statistics
	Implementation fidelity: adherence and dose	Elements of Strong Implementation Observation Form (CCC, 2018)	October & December	Descriptive statistics
		Weekly Class Assessment Records (CCC, 2018)	Weekly	Descriptive statistics & theoretical thematic analysis (Braun & Clarke, 2006)
4a. How are the changes in students' social skills moderated by gender, if at all?	Self-management skills, Interpersonal skills, Executive function skills	Individual Student Assessment Records (CCC, 2018)	October, mid-December	*t* test

5. To what extent did the Caring School Community program change the classroom misbehavior rates of middle school students?	Classroom misbehavior	Disciplinary records	Each semester	Descriptive statistics
		School Climate Survey–Teacher (CCC, 2018)	October & mid-December	Descriptive statistics
		Student Survey (CCC, 2018)	October & mid-December	Descriptive statistics
	Implementation fidelity - adherence	Elements of Strong Implementation Observation Form (CCC, 2018)	September & December	Descriptive statistics
		Weekly Class Assessment Records (CCC, 2018)	Weekly	Descriptive statistics & theoretical thematic analysis (Braun & Clarke, 2006)
5a. How are the changes in students' misbehavior rates moderated by gender, if at all?	Classroom misbehavior	Disciplinary records	Each semester	Descriptive statistics

Appendix E

Individual Student Assessment Record



Week 10
1 of 3

Individual Student Assessment Record • IA1

Observe your Advisory students in the fall, winter, and spring to assess their use of the social skills you have taught. Use the following rubric to record your observations for each student:

0 = does not exhibit skill

1 = exhibits skill with support

2 = exhibits skill independently

		STUDENT NAMES									
Self-management skills											
Follows classroom procedures	Fall										
	Winter										
	Spring										
Explains thinking clearly	Fall										
	Winter										
	Spring										
Reflects on and takes responsibility for learning and behavior	Fall										
	Winter										
	Spring										
Considers consequences of actions	Fall										
	Winter										
	Spring										
Handles materials responsibly	Fall										
	Winter										
	Spring										
Asks and answers questions	Fall										
	Winter										
	Spring										
Recognizes and expresses emotions appropriately	Fall										
	Winter										
	Spring										
Interpersonal skills											
Listens carefully to others	Fall										
	Winter										
	Spring										
Seeks to understand others' feelings and perspectives	Fall										
	Winter										
	Spring										
Agrees and disagrees in a respectful way	Fall										
	Winter										
	Spring										
Speaks and acts in respectful, caring, friendly, and helpful ways	Fall										
	Winter										
	Spring										
Works effectively in a group	Fall										
	Winter										
	Spring										
Executive function skills											
Expresses creativity and divergent thinking	Fall										
	Winter										
	Spring										
Monitors attention and refocuses when necessary	Fall										
	Winter										
	Spring										
Sets and works toward goals	Fall										
	Winter										
	Spring										
Perseveres through challenges	Fall										
	Winter										
	Spring										
Plans and monitors time and strategies for tasks	Fall										
	Winter										
	Spring										
Organizes and prioritizes information	Fall										
	Winter										
	Spring										

32 Caring School Community® • **Grade 7**

Appendix F

Weekly Class Assessment Records

Week 7
Developing Empathy

Class Assessment Record • CA6

Date: _____

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
Are the students able to put themselves in others' shoes and imagine their emotions?			
Do they express interest in or concern for the feelings of others?			
Can they consider how their actions might affect others?			
Other observations:			

Ongoing Informal Student Assessment:

Notice students who have difficulty imagining what others might feel or who consistently seem unaware of or unconcerned with others' emotions. Use strategies from *Caring School Discipline*, consult your school counselor, or help these students get further professional help with these issues.

Appendix G

School Climate Survey–Teacher

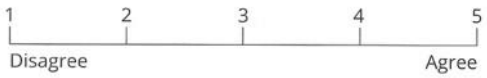
Faculty Questionnaire • FQ1
1 of 2

Indicate with an X the grade-level range you teach and then circle the number that reflects how much you agree or disagree with each statement below.

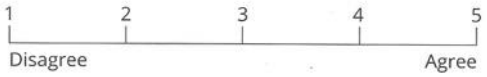
K–1 _____ 2–5 _____ 6–8 _____

I feel comfortable and effective leading Morning Circle (grades K–5) or Advisory (grades 6–8) every day.	1 2 3 4 5 Disagree Agree
I feel comfortable and effective leading weekly class meetings (grades 2–6).	1 2 3 4 5 Disagree Agree
I feel comfortable and effective integrating SEL into academic instruction across the school day.	1 2 3 4 5 Disagree Agree
I feel comfortable using "Turn to Your Partner" to get my students thinking and talking throughout the school day.	1 2 3 4 5 Disagree Agree
I feel comfortable crafting and asking open-ended questions that don't elicit one "right" answer throughout the school day.	1 2 3 4 5 Disagree Agree
I feel satisfied with the way my students treat one another.	1 2 3 4 5 Disagree Agree
I feel satisfied with the way my students follow classroom norms and procedures.	1 2 3 4 5 Disagree Agree
I feel satisfied with the way my students follow school rules and procedures.	1 2 3 4 5 Disagree Agree

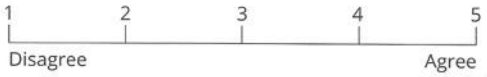
I feel satisfied with the way my students engage with the subject matter I am teaching.



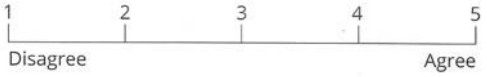
I am able to speak to students in a calm, respectful tone, even when problems arise.



I am able to redirect off-task behavior with minimal disruption to my lessons.



I feel comfortable and effective working with students who have behavior challenges.



I feel comfortable turning to my colleagues for support when challenges arise.

I feel comfortable turning to my administrator(s) when challenges arise.

I feel comfortable voicing divergent points of view to administrators and colleagues.

Appendix H

Student Survey

Student Questionnaire • SQ1

Your grade: _____ Today's date: _____

Circle the letter that reflects how much you agree or disagree with each statement below.

	Disagree a lot	Disagree a little	Neither agree nor disagree	Agree a little	Agree a lot
1. I like coming to school.	A	B	C	D	E
2. I like and trust my teacher(s).	A	B	C	D	E
3. My teacher(s) likes me.	A	B	C	D	E
4. I care about my classmates.	A	B	C	D	E
5. My classmates care about me.	A	B	C	D	E
6. I am interested in what I'm learning at school.	A	B	C	D	E
7. Students treat one another with kindness in our school.	A	B	C	D	E
8. Students treat adults respectfully in our school.	A	B	C	D	E
9. I feel safe and comfortable in my classroom.	A	B	C	D	E
10. I feel safe and comfortable in the lunchroom.	A	B	C	D	E
11. I feel safe and comfortable on the playground/yard.	A	B	C	D	E
12. I feel safe and comfortable in the hallways.	A	B	C	D	E
13. I feel safe and comfortable in the bathrooms.	A	B	C	D	E
14. I feel safe and comfortable on the bus.	A	B	C	D	E
15. I feel comfortable asking an adult for help when I have a problem at school or with another student.	A	B	C	D	E

Appendix I

Elements of Strong Implementation Observation Form

Elements of Strong Implementation • ESI2
Advisory (Grades 6–8)
1 of 2

Teacher: _____ **Grade:** _____

Week/Day: _____ **Date:** _____

Use this tool to assess implementation of an Advisory lesson and discuss it with the teacher. Obtain and read the lesson beforehand, if possible. During the lesson, review the following statements and place a check mark next to those that reflect your observations in the Observed column. You might wish to record additional observations in the Notes column.

During the greeting of the week, the students:	Observed	Notes
Greet one another by name, make eye contact, smile, and use a friendly tone of voice.		
Pay attention as classmates greet one another.		

During the Advisory lesson, the teacher:	Observed	Notes
Follows the lesson plan, asking open-ended questions as written.		
Gives directions clearly and concisely.		
Teaches SEL skills explicitly.		
Asks probing questions to extend student thinking. (For example, *Why do you think so? How do you know? Why does that make sense?*)		
Asks facilitative questions to stimulate talk among students. (For example, *What questions can we ask _____ about what she said? Do you agree or disagree with _____, and why?*)		
Paces the lesson to hold students' attention and engagement.		
Uses wait-time before calling on students to respond.		
Refrains from repeating or paraphrasing what students say.		
Redirects off-task behaviors with minimal disruption to instruction.		

Elements of Strong Implementation • ESI2
Advisory (Grades 6–8)
2 of 2

During the Advisory lesson, the students:	Observed	Notes
Independently follow classroom procedures for the Advisory lesson.		
Are visibly engaged in the lesson.		
Express their thinking clearly.		
Listen carefully to others.		
Actively seek to understand the perspectives of others.		
Agree and disagree in a respectful way.		
Treat one another kindly.		
Encourage one another.		
Express interest in and ask questions of one another.		
Contribute responsibly and share work fairly.		
Practice the social skills emphasized in the lesson.		
Use discussion prompts to connect their ideas. (For example, *I [agree/disagree] with* _____ *because . . .* and *In addition to what* _____ *said, I think . . .*)		
Take responsibility for their learning and behavior.		

Appendix J

Teacher Participant Recruitment Script

Dear Teachers,

I am writing this e-mail to invite you to participate in a research study regarding the Caring School Community social emotional learning program (2nd ed.) that will be implemented schoolwide during the 2019-2020 school year. This study is being conducted by Kenan Sener, principal at the independent school where the research is taking place. The purpose of the study is to evaluate the Caring School Community program and determine any changes in middle school students' classroom misbehavior rates and social skills.

The study has been reviewed and received ethics clearance through Johns Hopkins University Homewood Institutional Review Board.

This study will be conducted throughout the first semester (August through December), during which time Mr. Sener will collect and analyze data related to the schoolwide implementation Caring School Community program. If you agree to participate, you will be observed teaching an extra Caring School Community lesson and complete an extra School Climate Survey in addition to all of the required Caring School Community activities that will be implemented schoolwide this year:

- At the beginning of the semester
    - Attend introductory session by a facilitator from the Caring School Community organization (90 minutes)
- During the semester
    - Implement the Caring School Community program with fidelity (daily 20 minutes)
    - Complete Individual Student Assessment Records (5-minute survey per student)
    - Complete School Climate Survey (5-minute survey)
    - Complete Weekly Class Assessment Records (10-minute survey, each week)
    - Attend weekly collaborative grade-level meetings (35 minutes, each week)
    - Attend the follow-up professional development session by a facilitator from the Caring School Community organization (90 minutes)
    - Be observed twice teaching a Caring School Community lesson (20 minutes)
- At the end of the semester
    - Complete Individual Student Assessment Records (5-minute survey per student)
    - Complete School Climate Survey (5-minute survey)

All data will be deidentified by the school counsellor before it is given to Mr. Sener for research purposes. For example, your survey responses will be anonymous and will not include any sensitive or identifying information. The specifics for confidentiality and data storage are detailed in the informed consent form.

Your participation in this study is entirely voluntary: You choose whether to participate. If you choose to participate in the study, you can stop your participation at any time, without any

penalty or loss of benefits. Participation or non-participation will have no bearing on your teacher evaluations or future employment.

By participating this study, you may gain insights about students' social emotional development and possibly creating of a better school climate and reduced classroom misbehavior in the future.

If you are interested in participating, please contact me. I will then send a confirmation email and Mr. Sener will meet with you review the consent document. You will return the completed consent form to me.

Thank you very much for your consideration.

Sincerely,

Middle School Counselor

Name and address of the Principal Investigator:
Dr. Camille Bryant
Associate Professor, Doctor of Education Program
Johns Hopkins University, School of Education
2800 North Charles Street, Baltimore, MD 21218

Name and address of the Student Investigator:
Kenan Sener
Principal

Appendix K

Teacher Participant Consent Form
Johns Hopkins University
Homewood Institutional Review Board (HIRB)

Informed Consent Form

Title:	Fostering a Caring School Community to Reduce Classroom Misbehavior
Principal Investigator:	Dr. Camille Bryant Associate Professor Johns Hopkins University, School of Education

This study is being conducted by Kenan Sener, doctoral student at Johns Hopkins University School of Education.

Date: August 5, 2019

PURPOSE OF RESEARCH STUDY:

The purpose of the study is to evaluate the Caring School Community program and determine any changes in middle school students' classroom misbehavior rates and social skills.

We anticipate that approximately 12 teachers will participate in this study.

PROCEDURES:

This study will be conducted throughout the first semester (August through December), during which time Mr. Sener will collect and analyze data related to the schoolwide implementation Caring School Community program. As a participant, you would be expected to participate in the following Caring School Community activities:

- At the beginning of the semester
  - Attend introductory session by a facilitator from the Caring School Community organization (90 minutes)
- During the semester
  - Implement the Caring School Community program with fidelity (20 minutes daily)
  - Complete Individual Student Assessment Records (5-minute survey per student)
  - Complete School Climate Survey (5-minute survey)
  - Complete Weekly Class Assessment Records (10-minute survey, each week)
  - Attend weekly collaborative grade-level meetings (35 minutes, each week)
  - Attend the follow-up professional development session by a facilitator from the Caring School Community organization (90 minutes)
  - Be observed twice teaching one Caring School Community lesson (20 minutes)
- At the end of the semester

- Complete Individual Student Assessment Records (5-minute survey per student)
- Complete School Climate Survey (5-minute survey)

RISKS/DISCOMFORTS:

The risks associated with participation in this study are no greater than those encountered in daily life.

BENEFITS:

Benefits to participants that may be reasonably expected from the research include gaining insights about students' social emotional development and possible creation of a better school climate and reduced classroom misbehavior.

This study may benefit society if the results lead to a better understanding of school climate and its role in reducing classroom misbehavior.

VOLUNTARY PARTICIPATION AND RIGHT TO WITHDRAW:

Your participation in this study is entirely voluntary: You choose whether to participate. If you decide not to participate, there are no penalties, and you will not lose any benefits to which you would otherwise be entitled.

If you choose to participate in the study, you can stop your participation at any time, without any penalty or loss of benefits. If you want to withdraw from the study, please contact the middle school counselor.

CIRCUMSTANCES THAT COULD LEAD US TO END YOUR PARTICIPATION:

Under certain circumstances we may decide to end your participation before you have completed the study. Specifically, we may stop your participation if you do not continue teaching a first-period middle school class during the first semester of the 2019-2020 school year.

CONFIDENTIALITY:

Any study records that identify you will be kept confidential to the extent possible by law. The records from your participation may be reviewed by people responsible for making sure that research is done properly, including members of the Johns Hopkins University Homewood Institutional Review Board and officials from government agencies such as the National Institutes of Health and the Office for Human Research Protections. (All of these people are required to keep your identity confidential.) Otherwise, records that identify you will be available only to people working on the study, unless you give permission for other people to see the records.

All data will be deidentified by the school counsellor before analysis by the student researcher. All research data will be kept in a secured location. Electronic data will be stored on the researcher's computer, which is password protected and protected from loss by a database backup system that runs continuously. Paper documents will be stored in a locked file cabinet in

the researcher's locked office. Electronic files will be erased and paper documents will be shredded 3 years after the completion of the study.

COMPENSATION:

You will not receive any payment or other compensation for participating in this study.

IF YOU HAVE QUESTIONS OR CONCERNS:

You can ask questions about this research study now or at any time during the study, by talking to the researcher working with you, Kenan Sener, via e-mail at ksener1@jhu.edu, or by contacting Dr. Camille Bryant via e-mail at cbryan16@jhu.edu.

If you have questions about your rights as a research participant or feel that you have not been treated fairly, please call the Homewood Institutional Review Board at Johns Hopkins University at (410) 516-6580.

SIGNATURES

WHAT YOUR SIGNATURE MEANS:

Your signature below means that you understand the information in this consent form. Your signature also means that you agree to participate in the study.
By signing this consent form, you have not waived any legal rights you otherwise would have as a participant in a research study.

Participant's Signature **Date**

Signature of Person Obtaining Consent (Investigator or HIRB Approved Designee) **Date**

Appendix L

Parent Permission Form

JOHNS HOPKINS UNIVERSITY
HOMEWOOD INSTITUTIONAL REVIEW BOARD (HIRB)

PARENTAL PERMISSION RESEARCH FORM

Study Title: Fostering a Caring School Community to Reduce Classroom Misbehavior

Application No.:

Principal Investigator: Dr. Camille Bryant, Associate Professor
Johns Hopkins University, School of Education
2800 North Charles Street, Baltimore, MD 21218
Cbryan16@jhu.edu
(410) 516 – 2295

This study is being conducted by Kenan Sener, doctoral student at Johns Hopkins University School of Education.

You are being asked to allow your child to join a research study. Participation in this study is voluntary. If you allow your child to join the study, you can change your mind later.

If you are a parent or legal guardian of a child who may take part in this study, your permission is required for your child to participate. The assent (agreement) of your child will also be required. When we say "you" in this consent form, we mean you and your child.

1. Research Summary (Key Information):

The information in this section is intended to be an introduction to the study only. Complete details of the study are listed in the sections below. If you are considering participation in the study, the entire document should be discussed with you before you make your final decision. You can ask questions about the study now and at any time in the future.

This study will be conducted throughout the first semester (August through December), during which time Mr. Sener will collect and analyse data related to the schoolwide daily 20-minute implementation of the Caring School Community program. The survey has 15 items for students to rate and has six items where students can write their opinion or thoughts on a topic. The survey will take about 10 minutes to complete. All middle school students will complete this survey as part of the schoolwide implementation of the

Caring School community program in December. If you give consent to your child's participation, your child will complete one extra survey in September and your child's survey responses will be used as part of Mr. Sener's research study. There are no risks and no costs of participating in the study. Your child's name will be replaced with a participant number before it is analyzed by Mr. Sener.

2. Why is this research being done?

This research is being done to evaluate the Caring School Community program and determine any changes in middle school students' classroom misbehavior rates and social skills.

Although all students at the School will engage with the Caring School Community program in their first-period classes during the 2019-2010 school year, only middle school students may join the study. We anticipate that up to 211children will take part in this study.

3. What will happen if you allow your child to join this study?

If you agree to allow your child to be in this study, we will ask you to allow your child to:

- Complete a student survey in October
- Complete a student survey in mid-December

These surveys will ask your child to provide his or her opinions about the Caring School Community program and the school climate. Each survey will take approximately 10 minutes to complete.
The survey will be sent to you child via email and your child will be given one week to complete it.

How long will your child be in the study?

Your child will be in this study for five months (August-December).

4. What are the risks or discomforts of the study?

Your child may get tired or bored when we are asking her/him questions. Your child may find it tiring or boring if s/he is asked to complete questionnaires. Your child does not have to answer any question s/he does not want to answer.

Your continued enrollment at the School is not dependent on whether you decide to participate in this study.

Your child's name will not be included in the survey. Her/his responses will be anonymous; Mr. Sener will not be able to identify which students provided which responses.

The risks associated with participation in this study are no greater than those encountered in daily life.

5. Are there benefits to your child from being in the study?

We do not know if being in this study will help you in the short term but we expect that the study will help you in the long term by contributing to the creation of a better school climate.

This study may benefit society if the results lead to a better understanding of school climate.

6. What are your options if you do not want your child to be in the study?

Your child's participation in this study is entirely voluntary. You do not have to allow your child to join this study. Your child will engage with the Caring School Community program whether s/he participates in this study.

If your child does not participate, there are no penalties, and your child will not lose any benefits to which s/he would otherwise be entitled.

7. Will it cost you anything to all your child to be in this study?

No.

8. Will you or your child be paid if you allow your child to join this study?

No.

9. Can your child leave the study early?

- You can agree to allow your child to be in the study now and change your mind later, without any penalty or loss of benefits.
- If you want to withdraw your child from the study, please contact middle school counselor.

10. How will the confidentiality of your child's biospecimens and/or data be protected?

Any study records that identify your child will be kept confidential to the extent possible by law. The records from your child's participation may be reviewed by people responsible for making sure that research is done properly, including members of the Johns Hopkins University Homewood Institutional Review Board and officials from government agencies such as the National Institutes of Health and the Office for Human Research Protections. (All of these people are required to keep your child's identity confidential.) Otherwise, records that identify your child will be available only to people working on the study, unless you give permission for other people to see the records.

Your child's name will be replaced with a participant number before being given to Mr. Sener for analysis. All research data will be kept in a secured location. Electronic data will be stored on Mr. Sener's computer, which is password protected and protected from loss by a database backup system that runs continuously. Paper documents will be stored in a locked file cabinet in the researcher's locked office. Electronic files will be erased and paper documents will be shredded 3 years after the completion of the study.

11. What other things should you know about this research study?

What is the Institutional Review Board (IRB) and how does it protect you?
This study has been reviewed by an Institutional Review Board (IRB), a group of people that reviews human research studies. The IRB can help you if you have questions about your child's rights as a research participant or if you have other questions, concerns or complaints about this research study. You may contact the IRB at 410-516-6580 or hirb@jhu.edu.

What should you do if you have questions about the study?
Call the principal investigator, Dr. Camille Bryant at (410) 516-2295. If you wish, you may contact the principal investigator by letter. The address is on page one of this consent form. If you cannot reach the principal investigator or wish to talk to someone else, call the IRB office at 410-516-5680.

You can ask questions about this research study now or at any time during the study, by talking to the researcher working with you or by calling Mr. Sener, principal at (404) 518-4264.

If you have questions about your child's rights as a research participant or feel that you have not been treated fairly, please call the Homewood Institutional Review Board at Johns Hopkins University at (410) 516-6580.

12. Assent Statement
This research study has been explained to my child in my presence in language my child can understand. He/she has been encouraged to ask questions about the study now and at any time in the future.

13. What does your signature on this consent form mean?
Your signature on this form means that: You understand the information given to you in this form, you accept the provisions in the form, and you agree to allow your child to join the study. You and your child will not give up any legal rights by signing this consent form.

WE WILL GIVE YOU A COPY OF THIS SIGNED AND DATED CONSENT FORM

SIGNATURES

Typing your name below means that you understand the information in the consent form. Your typed signature also means that you agree to allow your child to participate in the study and have data collected on your child.

Electronic consent: I understand that by typing my name in the space below I am signing this form and therefore am providing informed consent for my child to participate in this study.

Your Name: _____

Your Child's Name: _____

Appendix M

Assent Form
Johns Hopkins University
Homewood Institutional Review Board (HIRB)

Assent Form

Title: Fostering a Caring School Community to Reduce Classroom Misbehavior

Principal Investigator: Dr. Camille Bryant
Associate Professor
Johns Hopkins University, School of Education

This study is being conducted by Kenan Sener, doctoral student at Johns Hopkins University School of Education.

Date: August 5, 2019

We want to tell you about a research study we are doing. A research study is a way to learn more about something. We would like to find out more about the school climate and the Caring School Community program at your school. You are being asked to join the study because this study is about middle school students and their experiences.

All middle school students will complete this survey as part of the schoolwide implementation of the Caring School community program in mid-December. If you agree to join this study, you will be asked to complete an extra online student survey in October. The survey has 15 items for you to rate and has six items where you can write your opinion or thoughts on a topic. Each survey will take about 10 minutes to complete.

We do not know if being in this study will help you in the short term but we expect that the study will help you in the long term by contributing to the creation of a better school climate. This study will help us learn more about school climate and the Caring School Community program at your school.

You do not have to join this study. It is up to you. You can say okay now and change your mind later. All you have to do is tell us you want to stop. No one will be mad at you if you don't want to be in the study or if you join the study and change your mind later and stop.

Before you say **yes or no** to being in this study, we will answer any questions you have. If you join the study, you can ask questions at any time. Just tell the Mr. Sener that you have a question.

If you want to be in this study, please sign your name. You will get a copy of this form to keep.

Sign your name here	**Date**

Appendix N

Descriptive Analysis of Strong Implementation Observation Form

Table N

Descriptive Analysis of Strong Implementation Observation Form

	First Observation *n* (%)		Second Observation *n* (%)	
	Yes	No	Yes	No
Greet one another by name, make eye contact, smile, and use a friendly tone of voice (N = 12)	6 (50%)	6 (50%)	5 (42%)	7 (58%)
Pay attention as classmates greet one another (*n* = 12)	6 (50%)	6 (50%)	5 (42%)	7 (58%)
Follows the lesson plan, asking open-ended questions as written (N = 12)	12 (100%)	0 (0%)	12 (100%)	0 (0%)
Gives directions clearly and concisely (N = 12)	12 (100%)	0 (0%)	12 (100%)	0 (0%)
Asks probing questions to extend student thinking. (For example, why do you think so? How do you know? What does that make sense? (N = 12)	12 (100%)	0 (0%)	12 (100%)	0 (0%)
Teaches SEL skills explicitly (N = 12)	12 (100%)	0 (0%)	12 (100%)	0 (0%)
Asks facilitative questions to stimulate talk among students (For example, what questions can we ask ---------- about what she said? Do you agree or disagree with _____, and why?) (N = 12)	9 (75%)	3 (25%)	9 (75%)	3 (25%)
Paces the lesson to hold student's attention and engagement (N = 12)	12 (100%)	0 (0%)	12 (100%)	0 (0%)
Uses wait-time before calling on students' attention and engagement (N = 11)	11 (92%)	1 (8%)	12 (100%)	0 (0%)
Refrains from repeating or paraphrasing what students say (N = 12)	12 (100%)	0 (0%)	12 (100%)	0 (0%)
Redirects off-task behaviors with minimal disruption to instruction (N = 12)	12 (100%)	0 (0%)	12 (100%)	0 (0%)
Independently follow classroom procedures for the advisory lesson (N = 12)	12 (100%)	0 (0%)	12 (100%)	0 (0%)
Are visibly engaged in the lesson (N = 12)	12 (100%)	0 (0%)	12 (100%)	0 (0%)
Express their thinking clearly (N = 12)	12 (100%)	0 (0%)	12 (100%)	0 (0%)
Listen carefully to others (N = 11)	11 (92%)	1 (8%)	12 (100%)	0 (0%)
Actively seek to understand the perspectives of others (N = 11)	11 (92%)	1 (8%)	12 (100%)	0 (0%)
Agree and disagree in a respectful way (N = 12)	12 (100%)	0 (0%)	12 (100%)	0 (0%)
Treat one another kindly (N = 12)	12 (100%)	0 (0%)	12 (100%)	0 (0%)
Encourage one another (N = 12)	12 (100%)	0 (0%)	12 (100%)	0 (0%)

	First Observation *n* (%)		Second Observation *n* (%)	
	Yes	No	Yes	No
Express interest in and ask questions of one another *(*N = 11)	11 (92%)	1 (8%)	12 (100%)	0 (0%)
Contribute responsibly and share work fairly *(*N = 12)	12 (100%)	0 (0%)	12 (100%)	0 (0%)
Practice the social skills emphasized in the lesson *(*N = 12)	12 (100%)	0 (0%)	12 (100%)	0 (0%)
Use discussion prompts to connect their ideas (For example, I [agree/disagree] with _____ because _____ and in addition to what _____ said, I think _____) *(*N = 12)	6(50%)	6 (50%)	11 (92%)	1 (8%)
Take responsibility for their learning and behavior *(*N = 12)	11 (92%)	1 (8%)	12 (100%)	0 (0%)

Appendix O

School Climate Survey–Teacher

Table O

Teacher's Perception of School Climate, N = 12

	Disagree (1) and 2 n (%)		3 n (%)		4 and 5 (Agree) n (%)	
	S1	S2	S1	S2	S1	S2
I feel comfortable and effective leading Morning Advisory every day.	1 (8%)	0 (0%)	3 (25%)	3 (25%)	8 (67%)	9 (75%)
I feel comfortable and effective leading weekly class meetings.	1 (8%)	0 (0%)	2 (17%)	3 (25%)	10 (83%)	9 (75%)
I feel comfortable and effective integrating SEL into academic instruction across the school day.	0 (0%)	0 (0%)	1 (8%)	4 (33%)	11 (92%)	8 (67%)
I feel comfortable using "Turn to Your Partner" to get my students thinking and talking throughout the school day.	1 (8%)	0 (0%)	1 (8%)	2 (17%)	10 (83%)	10 (83%)
I feel comfortable crafting and asking open-ended questions that don't elicit one "right" answer throughout the school day	1 (8%)	1 (8%)	2 (17%)	0 (0%)	9 (75%)	11 (92%)
I feel satisfied with the way my students treat one another.	1 (8%)	1 (8%)	2 (17%)	6 (50%)	9 (75%)	5 (42%)
I feel satisfied with the way my students follow classroom norms and procedures.	1 (8%)	2 (17%)	3 (25%)	3 (25%)	8 (67%)	7 (58%)
I feel satisfied with the way my students follow school rules and procedures.	1 (8%)	2 (17%)	3 (25%)	3 (25%)	8 (67%)	7 (58%)
I feel satisfied with the way my students engage with the subject matter I am teaching.	2 (17%)	0 (0%)	1 (8%)	2 (17%)	9 (75%)	10 (83%)
I am able to speak to students in a calm, respectful tone, even when problems arise	0 (0%)	0 (0%)	3 (25%)	2 (17%)	9 (75%)	10 (83%)

	Disagree (1) and 2 n (%)		3 n (%)		4 and 5 (Agree) n (%)	
	S1	S2	S1	S2	S1	S2
I am able to redirect off-task behavior with minimal disruption to my lessons.	0 (0%)	1 (8%)	1 (8%)	2 (17%)	11 (92%)	9 (75%)
I feel comfortable and effective working with students who have behavior challenges	0 (0%)	2 (17%)	3 (25%)	3 (25%)	9 (75%)	7 (58%)
I feel comfortable turning to my colleagues for support when challenges arise.	0 (0%)	0 (0%)	1 (8%)	1 (8%)	11 (92%)	11 (92%)
I feel comfortable turning to my administrator(s) when challenges arise.	1 (8%)	2 (17%)	1 (8%)	2 (17%)	10 (83%)	8 (67%)
I feel comfortable voicing divergent points of view to administrators and colleagues.	1 (8%)	2 (17%)	2 (17%)	2 (17%)	9 (75%)	8 (67%)

Appendix P

Weekly Class Assessment Records

Table P

Descriptive Analysis of Weekly Class Assessment Records

Week	Question	All or most students *n* (%)	About half of the students *n* (%)	Only a few students *n* (%)
2	Are the students being respectful to one another? (N = 12)	8 (67%)	4 (33%)	1 (8%)
2	Are they listening to each other during "Turn to Your Partner"? (N = 12)	6 (50%)	6 (50%)	0 (0%)
2	Do they seem to be making friends? (N = 12)	12 (100%)	0 (0%)	0 (0%)
3	Are the students treating everyone with kindness and respect, even those with whom they are not "best friends"? (N = 12)	6 (50%)	6 (50%)	0 (0%)
3	Are the students actively trying to help one another? (N = 12)	6 (50%)	5 (42%)	1 (8%)
3	Are the students using respectful language and a calm tone of voice when problems arise? (N = 12)	8 (67%)	3 (25%)	1 (8%)
4	Are the students working well with partners, even those they previously did not know well? (N = 12)	11 (92%)	0 (0%)	1 (8%)
4	Do they try to express themselves clearly to their partners? (N = 12)	7 (58%)	3 (25%)	2 (17%)
4	Do partners listen carefully to each other and accurately report what the other has said? (N = 12)	6 (50%)	6 (50%)	0 (0%)
5	Do the students seem comfortable during Advisory? Do they seem to look forward to coming? (N = 11)	7 (64%)	3 (27%)	1 (9%)
5	Are the students able to admit and discuss either past or current behavior mistakes? (N = 11)	5 (45%)	4 (36%)	2 (18%)
5	Do the students spontaneously apologize or try to make up for behavior mistakes? (N = 11)	2 (18%)	6 (55%)	3 (27%)
6	Do the students seem comfortable discussing emotions, and do they have the vocabulary to do so? (N = 11)	6 (55%)	5 (45%)	0 (0%)
6	Are the students able to recognize when they feel certain emotions? (N = 11)	9 (82%)	2 (18%)	0 (0%)
6	When the students feel difficult emotions, such as anger or frustration, do they express them appropriately or manage them in a way that allows the students to continue to function? (N = 11)	6 (55%)	4 (36%)	1 (9%)

Week	Question	All or most students *n* (%)	About half of the students *n* (%)	Only a few students *n* (%)
7	Are the students able to put themselves in others' shoes and imagine their emotions? (N = 12)	10 (83%)	2 (17%)	0 (0%)
7	Do they express interest in or concern for the feelings of others? (N = 12)	9 (75%)	3 (25%)	0 (0%)
7	Can they consider how their actions might affect others? (N = 12)	6 (50%)	6 (50%)	0 (0%)
8	Do the students express interest in others? (N = 12)	10 (83%)	2 (17%)	0 (0%)
8	Do the students ask effective questions of others or you? (N = 12)	6 (50%)	6 (50%)	0 (0%)
8	Do the students treat staff members and visitors to the school with respect? (N = 12)	11 (92%)	1 (8%)	0 (0%)
9	Are the students forming cliques, excluding others during group work, and not acknowledging others when they are with their "clique" friends? (N = 12)	2 (17%)	2 (17%)	8 (67%)
9	Do the students seek to include others, particularly those who seem to have few friends? (N = 12)	4 (33%)	7 (58%)	1 (8%)
9	Do the students generally treat others with kindness and respect? (N = 12)	8 (67%)	4 (33%)	0 (0%)
10	Do the students feel comfortable letting you or your colleagues know when acts of bullying, physical aggression, or targeting of certain students occur? (N = 12)	5 (42%)	6 (50%)	1 (8%)
10	Do the students feel comfortable asserting themselves when they think they or someone else has been bullied? (N = 12)	4 (33%)	6 (50%)	2 (17%)
10	Are the students seeking to befriend or help those who might be the victims of bullying? (N = 12)	4 (33%)	7 (58%)	1 (8%)
11	Are the students able to establish and maintain friendship? (N = 12)	11 (92%)	1 (8%)	0 (0%)
11	Do they exhibit friendly and helpful behaviors toward one another? (N = 12)	5 (42%)	6 (50%)	1 (8%)
11	Do they express interest in one another's thinking and feelings? (N = 12)	5 (42%)	6 (50%)	1 (8%)
12	Do the students go out of their way to help others? (N = 12)	3 (25%)	4 (33%)	5 (42%)
12	Are the students able to think of and perform acts of kindness? (N = 12)	4 (33%)	5 (42%)	3 (25%)
13	Do the students respect one another's opinions? (N = 11)	8 (73%)	2 (18%)	1 (9%)
13	Do they respect one another's differences? (N = 11)	10 (91%)	1 (9%)	0 (0%)
13	Do they treat one another with kindness and respect? (N = 11)	6 (55%)	4 (36%)	1 (9%)

Week	Question	All or most students *n* (%)	About half of the students *n* (%)	Only a few students *n* (%)
14	Are the students able to express their feelings and opinions calmly, effectively, and respectfully? (N = 11)	4 (36%)	6 (55%)	1 (9%)
14	Do the students listen to others' ideas when they are trying to resolve a conflict? (N = 11)	4 (36%)	6 (55%)	1 (9%)
14	Do the students seek to understand others' perspectives and points of view? (N = 11)	3 (27%)	8 (73%)	0 (0%)
15	Do the students seek to understand others' perspectives? (N = 11)	5 (45%)	6 (55%)	0 (0%)
15	Are the students able to consider other people's desires and perspectives when trying to solve conflicts? (N = 11)	7 (64%)	4 (36%)	0 (0%)
15	Are the students able to compromise when trying to solve conflicts? (N = 11)	6 (55%)	5 (45%)	0 (0%)
16	Are the students able to stand up for their own ideas, opinions, and wishes? (N = 12)	11 (92%)	1 (8%)	0 (0%)
16	Are the students able to stand up for themselves when others are trying to get them to do something they know they should not do? (N = 12)	9 (75%)	3 (25%)	0 (0%)
17	Are the students treating others' belongings responsibly and respectfully? (N = 12)	5 (42%)	6 (50%)	1 (8%)
17	Are the students handling classroom materials responsibly and respectfully? (N = 12)	2 (17%)	7 (58%)	3 (25%)
17	Are the students engaging in incidents of stealing that need to be addressed? (N = 12)	1 (8%)	2 (17%)	9 (75%)
18	Have the students formed recognizable cliques or groups? (N = 12)	2 (17%)	6 (50%)	4 (33%)
18	Are the students intentionally excluding or isolating other students in hurtful ways? (N = 12)	0 (0%)	2 (17%)	10 (83%)
18	Do the students know how to help themselves or others if they are being excluded or isolated in hurtful ways? (N = 12)	7 (58%)	4 (33%)	1 (8%)

Curriculum Vitae

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Education

Johns Hopkins University, Baltimore, MD — 2020
Ed.D., Specialization: Technology Integration in K16 Education

Kennesaw State University, Kennesaw, GA — 2015
M.Ed. Specialization: Educational Technology

Alliant International University, San Diego, CA — 2002
B.S. Management Information Systems

Awards

Spirit of Discovery and Imagination Award — 2017
Global Destination Imagination

STEM Education Award — 2016
Fulton Science Academy Private School

National Blue Ribbon School of Excellence — 2011
Fulton Science Academy Private School

Professional Experience

Fulton Science Academy Private School, Alpharetta, GA — 2012-
Founding Head of School

Fulton Science Academy Charter Middle School, Alpharetta, GA — 2007-2012
Principal

Fulton Science Academy Charter Middle School, Alpharetta, GA — 2004-2007
Assistant Principal

Fulton Science Academy Charter Middle School, Alpharetta, GA — 2002-2004
Computer Literacy Teacher

Light Academy, Nairobi, Kenya — 1997-2001
Computer Literacy Teacher